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ABSTRACT

This volume is the first in a series of Handbooks dealing with the child development aspects of any good day care program. The Handbook is divided into five sections. Chapter One covers the principles of day care that must be the foundation of any program. It reviews the developmental needs of children from birth to age three, and outlines some of the cautions and controversies involved in infant care programs. Chapter Two is designed to remind program developers of the practical problems involved in organizing and running a day care center, and offers some suggestions for dealing with these problems. Chapter Three again deals with the issues of day-to-day operation of a center for infants. Chapter Four offers suggestions for activities to carry out with infants of three age levels: birth to one year, one year to two years, and two years to three years in six areas; language, gross motor development, fine motor development, self awareness, thinking, and social responsiveness and mastery. The Appendixes offer a list of information sources on day care and child development, a list of suggested equipment and supplies for an infant-toddler center, and a list of commercially available toys and books appropriate for children under three years of age. (Author/CK)

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The Project was conceived by Dr. Edward Zigler, Mr. Jule Sugarman and Dr. Ronald Parker, the Project Director. Project activities included the planning and preparation of three handbooks on child development: Infancy, Preschool and School age, as well as the modification of child development material for use in day care settings.

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Dr. Barbara Biber
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During the ten-day Workshop at Airlie House, Warrenton, Virginia in July 1970, the Infant Committee responsible for the development of this Handbook was co-chaired by Dr. Dorothy Huntington and Dr. Sally Provence. The Infant Committee was comprised of academicians, practitioners and parents, with ethnic minority representation in each of these three groups. Obviously without the significant contribution from the following committee members, the current Infant Handbook would not exist.

Those Committee members who were at Airlie House for the entire Workshop were:

Dr. Arthur Emlen
Dr. William Frankenburg
Dr. Marshall Haith
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Dr. Dorothy Huntington
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Mr. Richard Johnson
Mrs. Dolores Lambie
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Dr. Sally Provence
Mr. Oscar Villarreal
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Mrs. Franc Balzer
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Mrs. Virginia Burke
Dr. Bettye Caldwell
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Dr. Joseph Lipson
Dr. Earl Schaefer
Mr. Charles Super

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Dr. Donald Cohen, Special Assistant to the Director, OCD, was involved in the final preparation of the manuscript and its approval by OCD. His shepherding of the manuscript through the intricacies, and his support in its publication, are most gratefully acknowledged.

Dorothy S. Huntington, Ph.D.
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Foreword

I believe that we have embarked upon an exciting new venture in formulating a public policy for the development of our Nation's children. The materials presented in this volume are one result of this venture.

In order to benefit from the experience of those outside of government, the Office of Child Development, in cooperation with the Office of Economic Opportunity, funded a Child Development/Day Care Resources Project. This Project enabled a broad-based and representative group of non-governmental child development experts, practitioners, and parents to bring fresh perspectives to the questions of methods and goals for the Nation's day care efforts.

The Project included planning, preparing and publishing a series of handbooks on day care practices appropriate for infants, preschool and school age children. In addition, twenty child development and education resource materials were modified for use in day care, and ten resource papers on day care were prepared.

Under the direction of Dr. Ronald Parker, more than 200 individuals were involved in this national effort. Many of the issues they addressed are complex and controversial, and I should emphasize that the following material represents a **consensus** of the contributors' views.

I believe that the ideas and suggestions contained in this and the other handbooks in the series will be of invaluable assistance to those wishing to provide the best possible care for the Nation's children. They do not attempt to provide all the answers or to lay down a set of inflexible rules, however, I regard them as excellent statements of our current knowledge about developmental day care.

It is the responsibility of the Office of Child Development to make such knowledge available to all who can use it. Our goal is to raise the quality of children's lives. The publication of this series is one step on the way to achieving this goal.

Edward Zigler

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Preface

To provide up-to-date, substantive information on the various components of a comprehensive day care program, the Office of Child Development is publishing a series of Handbooks covering child development, administration, health, nutrition, social services, and parent involvement.

This volume is the first in OCD's series of Handbooks dealing with the child development aspects of any good care program, no matter what the setting. The principles can apply in day care centers, day care homes, institutions for dependent children, or hospitals, and ought to be helpful to any parent or caregiver responsible for infants and young children.

Day care programs for infants and toddlers, organized with great care and operated with vigilance, reflect a blending of the conviction of the importance of experiences during the first few years of life; concern about possible harmful consequences if these programs are not well carried out; and satisfaction that such programs meet an acute family need and serve a major function in strengthening family life.

If there is any consensus about infant care programs, it is that we must keep an open mind about them. For many years professional, health and welfare organizations concerned with standards for day care and with organized programs for children have urged that children younger than three years not be in group care. Family day care, in which a small number of children are cared for in a private home, has always been the preferred method of care for the very young. Even with this as a model, in actual fact large numbers of babies have been cared for in inadequate, unsupervised settings since this was almost all that was readily available.

Controversy existed concerning the effects on babies of being away from their mothers for part of the day. Some felt that the separation itself would have detrimental effects. Research has now shown that it is the inadequacy of the care frequently suffered in such settings that harms the child and probably not the fact of the brief separation itself. Now being rethought are the ways to ensure the quality of mothering care the baby receives for the hours he is away from home as well as at home and the ways in which day care programs may most effectively meet the needs of babies and their families. Much of the movement in rethinking day care services for infants and toddlers came from three sources: research showing the crucial importance of the experiences in the first three years of life for later development; research on the effects of an enriched environment during those early years; and a long and serious look at the effects of Head Start and similar programs where two conclusions were drawn—programs must begin before children are three years old, and most important of all, that parents **must** be involved in them. Only when the entire family unit is strengthened will there be important and lasting changes in the child. Families need and want good day care programs. Parents care about the welfare of their children. They must be helped to achieve this.

Day care services in the form of center or small group care with heavy emphasis on parent involvement in policy setting, administration, as staff members, and in various program services are increasing. These services are potentially family-strengthening rather than parent-and-child-separating. Parental responsibility for the child is supported; the center staff shares with the parents in enriching the child's life for a period of time during the day.

In emphasizing the central importance of the family we are not suggesting that parents alone should be expected to supply all needs, even those of the very young child. In earlier days in our country, and happily still for some families, there were grandparents, aunts, uncles and cousins, neighbors and friends who could be counted on to help young parents in their development as nurturers of children. They provided encouragement, models, advice and sympathy in time of trouble, and direct care which gave support for many varied aspects of parenthood. Today for more and more parents and children these supports are not easily available, if at all.

However, in recent times there has been a great increase in what we know about how to understand, protect and stimulate the physical and mental growth of children and about the damage to a child's development that can occur if we fail to do so. But we have not translated knowledge into effective action programs on a broad scale. It is vitally important that our nation, and specifically the child's own community, take steps to insure that the health and development of children are properly protected and supported.

We will improve our chances to achieve this goal if we begin at the beginning. We must provide pregnant women with excellent care and we must have good day care services from birth onward. Family oriented day care carefully planned and carried out, contributes enormously toward the goal of providing adequate services to strengthen family life. Good care programs are based on the needs of children and families.

We have tried in this Handbook to make explicit what we now understand these needs to be. At the same time, we see a network of day care services as only a partial solution to certain family problems. This network is not a panacea. The success of day care programs depends on the existence of economic and social policies that themselves lend support to and enrich family life. Availability of day care centers makes it possible for parents to seek jobs to relieve poverty in the home. There are countless other families, not economically impoverished, who also need and desire these opportunities and would benefit from these services.

A system of excellent day care centers may also serve as the focus for giving adolescents experience with children. Learning to be a good parent is as important as any other kind of learning, if not more so.

The day care services now in existence for babies range in quality from custodial situations whose only virtue is that the children are fed and protected from physical danger, to superb programs in which the child's environment is enriched in personal, social, intellectual and physical ways that lead to rapidly accelerated development. A crucially important consideration as a matter of national policy is whether the country can mount and is willing to pay for programs that are far more than custodial, even if not ideal. To do so will require a long term commitment to recruitment and training of people to staff these centers, and a commitment for funds to support them in a way that will be of major benefit to the people who use them. A question for current national planning and setting of priorities and goals is, will we mount these programs at a level of quality that ensures that they are beneficial and not damaging? We must take an eyes-open honest look at the real world. In addition to excellent, good and mostly good families, there are also families of all social levels in which terrible things happen to children. Some are so terrible that the child dies or becomes physically or mentally crippled for life. There will be, if we are not extremely careful, day care services that are equally terrible for very young children. We must not create or sponsor services which damage children. Good day care services will require adequate staff and money, and people with a great supply of energy who will watch over the services with sustained interest.

Day care programs for children under three years of age exist now, in varying degrees of quality. What must such care programs include to ensure quality? We have tried in this Handbook to discuss relevant issues as we now best understand them. There is no one proven way of providing quality day care, and it is essential that a variety of alternatives be available that fit the needs of the children, their families, and their communities. All the alternatives should support and strengthen the family and insure the optimal development of the child.

This Handbook is divided into five sections: Chapter One covers the principles of day care that must be the foundation of any program. It reviews the developmental needs of children from birth to age three, and outlines some of the cautions and controversies involved in infant care programs.

Chapter Two is designed to remind program developers of the very practical problems involved in organizing and running a day care center, and offers some suggestions for dealing with these problems. Chapter Three again deals with the issues of day-to-day operation of a center for infants.

Chapter Four offers suggestions for activities to carry out with infants of three age levels: birth to one year, one year to two years, and two years to three years in six areas; language, gross motor development, fine motor development, self awareness, thinking, and social responsiveness and mastery.

The Appendixes offers a list of information sources on day care and child development; a list of suggested equipment and supplies for an infant-toddler center, and a list of commercially available toys and books appropriate for children under three years of age.

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CHAPTER ONE

GUIDING PRINCIPLES

I. PRINCIPLES OF INFANT DAY CARE

What are the guiding principles of infant day care that must be respected in any setting if a true developmental service is to be performed? What are the characteristics of an environment that seem most likely to enhance child development?

The environment must supply for the infant:

1. Adequate nourishment from the time of conception onward.
2. Protection from and prompt care of physical disorders and disease; support in overcoming vulnerabilities; physical safety and relative comfort.
3. A relatively small number of adults having continuing, focused and affectively meaningful relationships with the child; adults who encourage reciprocal interactions.
4. Frequent contacts with adults and other children, contacts that are predominantly gratifying, expressive and warm.
5. Verbal interaction; a "speaking partner". Sound alone does not stimulate speech development; verbal exchanges do. Free and open verbal communication is essential.
6. The support of an adult who helps the child learn controls–what is permissable and what is not, prohibitions that channel and foster growth; an adult who helps the child learn to become competent and effective himself; an adult who has a relative sense of competence in handling the child's behavior.
7. Adults who are examples of relative success, who show the child what it is to be proud and have high self-esteem; adults who are models for the child to imitate and with whom he forms positive identifications; adults with a relative degree of satisfaction with themselves and their lives and a relative freedom from depression and a sense of powerlessness.
8. Adults who respect the child as an individual and who respect his family and ethnic identity.
9. Adults who are sensitive to, and respect, each child's different style of development and his uniqueness. Babies are different and all care-giving activities must be organized around an acceptance of that difference in tempo, style and approach.
10. Relative consistency, regularity and order in the physical and interpersonal situation–regularity of mealtimes, bedtimes, in the arrangement of furniture; stability of adults involved with the child.
11. Variety, flexibility and change in the physical environment, within the structure of continuity.
12. Responses that are dependent on and directly related to, the child's behavior; responses that reward and reinforce rather than responses that are random and unrelated to what the child does.
13. Learning conditions conducive to the acquiring and practicing of skills; opportunities for action, and objects to manipulate, explore and master; opportunities to utilize emerging skills and support right from the beginning for the baby's use of his own abilities.
14. Protection from overwhelming emotional states such as anxiety and terror; freedom to express feelings and attitudes.
15. A balance of more gratification than frustration; of more rewards and pleasure than pain, failure and frustration.
16. Freedom to be interested, challenged by and curious about what goes on around him.
17. Sensory, affective and social stimulation appropriate to the child's developmental stage, and individual needs; physical handling to aid in the formation of body image and motor skills; an environment rich enough in ap-

propriate stimuli to serve as a foundation for the development, expansion and extension of thought processes.

18. Adults who allow and expect a child to contribute to family life and the community, according to his development capacities.

II. DEVELOPMENTAL NEEDS

You will be anxious to learn everything possible about providing the best care for the babies entrusted to your keeping.

Scientists, physicians, nurses, psychologists, and parents are discovering new and interesting things every day about how babies learn and what kind of surroundings will help them develop and grow to their fullest potential.

Why do some babies play contentedly while others cry or complain much of the time? Why does Johnny walk so much sooner than Billy? Why does Mary progress rapidly at school? Was she just "born smart" or did her parents do something that helped her develop more rapidly than other babies?

A baby needs much more than adequate physical care. To understand what some of these other needs are and why they are important, let us go back to the time of his birth, long before he comes into your care, for it is here that his story begins.

Baby is an individual

The first thing to learn about a baby is that he is an individual, different from every other baby.

Unfortunately, many young parents tend to view their newborn child as a lump of raw clay, to be moulded to suit their own dreams and ambitions. But the happy baby is the one whose parents understand, right from the beginning, that he is a tiny, but complete, human being with rights, feelings and needs uniquely his own.

The moment a child is conceived, he joins a particular kind of world and begins to effect changes on that world. The new child is a complex bundle of genetic endowment and potential; what he will ultimately become depends in large measure on the interaction of his particular set of endowments and potentials, with the experiences he has in the world—both before and after birth.

Does this mean that the care he receives will not be of paramount importance in his development? Of course not. Everything that happens to him, no matter how minute, can influence his attitude toward the world and his reception of the people in it.

Nature has assigned to him two tasks that will keep him busy throughout his lifetime.

The first of these is to survive, the second to learn about the world in which he lives.

Adequate food needed

His first need is adequate food. This is his most basic requirement even before birth. If his mother is badly nourished during pregnancy, the baby will suffer.

After birth, he will grow rapidly for several years, and severe malnutrition during this time can cause damage that may never be repaired in later life. Of particular importance to him is sufficient protein (contained in meat, fish, fowl and dairy products). Studies indicate that a lack of protein during infancy can cause permanent injury to body and mind. The foods he eats play a large part in determining both the pattern of his physical growth, and the development of his nervous system and his brain.

Even if the amount of food is not restricted, a lack of essential nutrients—like iron—in his diet day after day, may cause apathy. He will lose interest in doing anything and cease to carry out his second great task—that of exploring and learning about his world.

Disease has the same result; if a pregnant woman has many illnesses, her baby will be affected. If baby himself is repeatedly ill during infancy his future growth and development may be limited.

People are necessary

Important as it is, proper nourishment is only one of baby's basic needs. If he receives good physical care—feeding, bathing, toileting—he may still fail to develop, to gain weight or to learn, if he is not given care by warm, responsive adults who are consistent in their behaviour.

People are necessary to babies; no carefully engineered machine will ever replace the tender affection between mother and baby, the little smiles and gestures that let baby know that he is special and precious to someone.

A baby cared for by a small number of people, who let him guide the care he receives, usually develops predictable rhythms in sleeping, crying, eliminating and feeding long before the baby dependent upon an adult's schedule which may not match his inner needs. It is the match between the baby's needs and the adult's care that makes the difference.

Baby needs security

From this it can readily be seen that one of the most important things about the relationship between a baby and his mother or other caregivers is the security it provides for the child. He needs to feel protected, to know he will be relieved when in distress, and that his needs will be met as they arise.

His attachment to others is based on trust and occurs when a small number of adults provide continuing and consistent psychological and physical care for him. These basic, lasting attachments must, of course, operate in both directions; just as the child should become attached to his mother so should the mother become attached to the child.

Special relationships between mother and child develop out of the day-to-day routine of caring for baby. As the mother feeds, holds, comforts, smiles and talks to her baby he gradually learns to recognize her and know that she is different from other people. For most babies this awareness of mother as a special person occurs before five months. For some it may have occured by one month.

Distrust of strangers

By the time baby is eight months he may be distressed when approached by some other caregiver, or a stranger, and show his painful feelings by crying, frowning, or withdrawing in the presence of a stranger. Of course, the amount of distress he feels will depend largely on whether or not he is familiar with the substitute caregiver and how much time he has spent in her care and in the physical setting.

When he is to be given into the care of a day care center it is important that mother and caregiver work together to make the transition easy for him. This can best be done by giving him a chance to become acquainted gradually with the caregiver and with the center while mother is still present.

The importance for a child's development of these deep and meaningful relations with the caregiver may be seen in settings such as an institution where conditions for their formation are absent. For example, in an orphanage where only one or two adults have the care of many children, or in a hospital with a similar situation. In such settings baby will fail to develop normally unless he receives individual attention and care similar to that he would have received from mother in his own home.

When a child attends a day care center and is with his parents only in the evenings, he has to have his needs for primary attachments to his parents respected.

Baby must be "turned on"

It is through his special relations to adults that baby learns to pay attention to his surroundings and to remain alert and curious for long periods of time. Without such a relationship to encourage him, he will tend to become less interested in the world, less "turned on." This "turned on" quality is the basis for all his future learning. He wants to know that his actions affect the world and that he, himself, is a worthwhile person.

His own responsiveness, his smiles, gurgles and wavings indicate to those around him that he needs stimulation of all of his senses—he seeks to be held, to be touched, to hear and see more and to move.

The baby himself makes a large contribution to this growing "love-affair with the world." A baby's responsiveness, his smiles and gurgles and wavings signal to people that he is there, and wanting contact.

Learning a language

One of the difficult tasks facing a baby is that of learning a language so he may communicate directly with others.

A sense of being understood is crucial for him if he is to continue trying more and more complex use of babbling, gestures and later words, in communicating with others. Babies (particularly in institutions) who do not have someone special who understands them and encourages their attempts to communicate, soon stop trying to talk. While such babies begin to babble at a normal age, they soon cease to do so and further language development is seriously impaired. The same is unfortunately true of babies in families where parents have almost no time or energy to spare for regular attention to them.

The first months of a baby's life are spent "getting ready" for speech. He listens to sounds and learns to tell them apart. Long before he can form any words himself he knows how to tell different sounds apart—his mother's voice, the sound of his own name, the sound that means his bottle or feeding time.

In the early months his babblings begin to express his feelings of pleasure, displeasure, eagerness and satisfaction. One of the games he will enjoy most and that will help him to learn best, is for an adult to mimic his sounds. This will make it more fun for him to make the sounds and he will try harder than before.

When he is about seven months old his interest in sounds and words will greatly increase. He listens more carefully to words that are familiar to him such as "baby", "kitty", "mommy." Now he is able to repeat sounds like "da-da," even if he does not always use it correctly to refer to "daddy." Asked to wave "bye-bye" he gives the right response and even seems to understand what "no-no" means, although he may not always obey the command.

Language involves understanding

Language involves understanding as well as speaking. When baby is first struggling with the use of words he will understand far more than he can actually say. At twelve months he will not be very articulate, but he will understand most of what is said to him and he will jabber happily in response, letting people know what he feels and wants by pointing. In this jabbering will be an expressive quality, much like adult conversation but still lacking in words.

By eighteen months he boasts a vocabulary of definite words. He uses these single words to represent a whole idea or train of thought. He will say "eat" when he is hungry, and "no" when he has had enough. He gradually shows that he understands the use of words to replace gestures, and that he understands complex statements like "put the ball on the chair."

Then jargon gradually gives way to words and the two-year old uses two-word sentences and follows verbal instructions easily. His sense of himself becomes expressed in his language. "He" and "mine" are often heard at this time. This is a crucial stage in his awareness of himself as separate from other people. Language here helps to clarify who is who and how "I" and "you" are different. He practices language quietly to himself, and "tries-out" the meaning of words.

The two-year old likes stories that help him learn about the world; stories about himself or people close to him, or stories about his favorite belongings. In this way he learns how to describe things with language.

By the time the child is three, he has a firm foundation of language. He knows rules of grammar without knowing he knows. He laughs or looks puzzled if someone uses a nonsense, all scrambled-up sentence, even though he does not know why it sounds so funny. He is comfortable with words and uses them dramatically. He chants and talks about people around him, asking endless questions. He discovers the word "why" and counts on it to bring forth a barrage of words from his favorite adults. Although these questions may seem pointless or exhausting to you, they are his way of clarifying his understanding of the use of words to express ideas and feelings.

Baby tries to discover everything

The process of learning, for a baby, is one of discovery. He becomes aware of an object, a sound or a new sensation and his curiosity is aroused. He seeks to discover everything he can about this new thing. If it is a toy, he will test it against the experience of his five senses. He will explore it with his fingers, taste it, bang it against something to hear the sound it makes.

It is therefore important that he continually be exposed to new and challenging situations, objects and activities. Otherwise, when he has satisfied his interest in the things he already sees around him, he will lose interest in further learning.

It is the job of his mother or caregiver to maintain a stimulating environment around him. And provide him with a variety of new and interesting experiences.

Each day he will learn more about the world in which he lives. He learns the sound of his rattle or the noise his bottle makes as it empties. He learns the shape and color of his toys, the feel of his blanket as he snuggles against it. As he gets to know these things, he becomes curious about new and different things. If nothing new appears, he stops paying attention.

New experiences are related to the old and both are important for his learning. The growth of the ability to think is fostered in settings that offer a wide range of experiences and possibilities for learning. Unfortunate indeed is the poor baby who is left continually lying in his crib without the possibility of exploring the floor and who is offered few, if any, playthings and little or no attention! Such a child will lose interest in the world around him. A baby seems to exercise all of his senses with an object. He holds an object and watches it as his hands turn it over. He rubs it against his face, and inevitably tries to put it into his mouth. Later, when he can sit up in a high chair, he will bang objects endlessly to hear the sounds. Pots and pans especially, with their clang and clatter, provide a great source of satisfaction to the baby as he teaches himself the relation between his own action and the sounds it produces, as well as the relation between the collision of objects and noise.

As he grows, he will become more inventive in his exploration, if he is allowed to do so. His skill at crawling, creeping and walking, as well as his ability to manipulate things with his hands, enable him to extend his field of learning, not only about the world but about his abilities to control and influence that world.

If, at this age, he is at home, he will crawl into cupboards, swing doors open and shut, bang ashtrays, tear paper, wear mommy's shoes, dig into bags, boxes and purses, and take cans and bottles out of cardboard boxes and put them back again. If he is in a day care center he needs to find the same opportunities for free exploration; without them he will become bored and disinterested.

The ordinary environment is packed with thousands of objects and things that interest baby: trees, windows, shoestrings, rugs, holes, blankets, stoves, sinks, pipes, books, wastebaskets, lamps, and chairs. The list is endless. Natural curiosity brings baby in contact with the environment and he learns from this contact and then organizes the mass of experience.

Mentally, a three-year-old has already organized his world. He knows something about spatial relations; that is, where the kitchen is in relation to the living room, where his house is in relation to the neighborhood. He knows that the world is full of similarities—a tree is more like another tree than it is like a car. He has learned differences—his mother's face is different from his father's face. He is grasping concepts.

The infant needs freedom to explore and encouragement to be curious about the world. Much of what a child learns in infancy is self taught through exploration of new places and things and through the opportunity to look at, handle, feel, smell, touch and chew objects. Infants must be given sufficient time, incentive, and opportunity to exercise this precious avenue of knowledge. An environment which permits and encourages exploration is important in the development of basic learning skills and in the development of a self identity. Through a process of maturation combined with experience, the infant gradually becomes aware that his actions such as crying, dropping toys or opening cabinets, result in changes in his environment. Curiosity and the opportunity for exploration expand the infant's experience and he learns more about his widening world. The more he learns, the more curious he becomes and the more he wants to learn. He even learns to learn. The environment must permit exploration within the limits of safety; it must be interesting but not overpowering; and must include responsive understanding people.

Baby's self image

Directly related to baby's ability to learn is growing self image, his confidence in his own ability to affect the world around him. His sense of competence and effectiveness is built from many sources beginning with his earliest experiences; his expectation that his needs will be filled most of the time, his ability to predict the consequences of his actions with a reasonable degree of certainty, the sense of being able to produce an effect on the animate or inanimate world, and a feeling that someone cares.

Self-confidence cannot develop without a model—someone to show him how it is done and have enough sense of themselves to treat the child as a valued individual.

Children from disorganized families see

all around them the lack of rewards for striving and trying. Their parents may be hard working, but subject to trial after trial and repeated failures. The frustration of pride and self esteem is enormous. Before such a child can learn, his sense of powerlessness must be diminished. There is, of course, a direct relationship between a sense of effectiveness and an ability and a desire to learn. It is the desire to use a skill, rather than the skill itself, that frequently differentiates children from more and less deprived backgrounds. The sense of helplessness leads to the lack of effort.

The relationship between baby and adult is very important in solving the problem of mastery and self-awareness. If mother does not allow the baby to "test the limits" in an appropriate fashion, or if she discourages any show of independence or initiative, the results may be battles that never cease, rebellions or utter passivity. The root of the feeling, "I can't do anything right" or "I'm no good," may begin to grow at this crucial stage of emerging awareness unless care is taken. Baby is delighted by his new skills and this pleasure that he feels may be one of the most important factors in developing his future feelings of competence.

Managing his feelings

Learning to be aware of complex feelings and learning to manage them is one of the most important tasks faced by every baby. This learning comes about through his relationships with others and his participation in their lives. He learns that he and other people may have strong feelings. He sees that these may be managed without disaster. If he has help with his feelings when he is very young, he will develop his own ways of coping with them as he grows older.

When he is very young he will have to begin dealing with feelings of frustration. He will sometimes have to wait for his feeding when he is hungry. He will miss mother when she is out of the room, and not know how to find her. He will want desperately to walk, only to find that he cannot even stand steadily on his feet. He will be unable to reach the cookie jar, and mother has said, "no."

At such times, he needs an adult to help him over the rough spots, to bring him solace, and enable him to experience the positive feelings of love and joy. The spark that goes between a laughing baby and a loving adult is beautiful to behold. It lays the groundwork for baby to understand that he can effect a response in the world, and communicate with others.

Then, once convinced that the world is a pretty good place, he reaches out to it, both literally and figuratively, to explore, discover and learn more and more about that world. As he becomes better able to use each of his senses, his creativity and imagination urge him on to further and greater experimentation and learning.

On the other hand, the baby who receives no attention, who is left to feel that no one cares and that the world is a boring place, will not reach out and explore. As a result, he will not learn. For example, by the age of six months a baby, reared in a sterile hospital ward, will refuse to grasp a toy in front of him. If it is placed in his hands, he will drop it.

Appreciation is important

It is essential that the mother or caregiver appreciate the baby and communicate this feeling to him. He needs to know that others see him as a worthwhile person with a special identity with unique needs and as an important member of the family and of the community.

Sometimes a mother who loves her child deeply doesn't realize that she is failing to communicate her feelings to him. He must be made aware not only of her love but of her respect for him, if he is to learn to respect himself.

He needs the opportunity to develop a positive identity of his own. He will gradually come to know himself as the same person yesterday, today and tomorrow even though there are changes in him and in the world around him. He expects the people with whom he lives to recognize that sameness. This identity that he is establishing must include a sense of worth if he is to reach his full potential in learning and being a competent human being.

His sense of self begins when, as an infant, he commences to know his own body, its sensations and its boundaries. He learns to recognize his mother, his father and other people who are regular in his life and he sees that they are different from each other and that he himself is separate from all of them.

Over a period of months he will learn his own name, and over a period of years he learns his home, his sex, his street, his feelings.

He learns how others feel about him and what they expect of him. He learns the habits, behaviors, likes and dislikes of those closest to him. Later he will also know that he is a member of a larger social group, an ethnic group and a culture that also has customs and expectations.

The very young child develops some of his identity by imitating the behavior of others and by absorbing their attitudes and ideas. These then become a part of him and of his picture of himself. Some things he can be taught, but much more he will "catch" from the attitudes and actions of those around him. It will be easier for him to develop along these lines if he receives the care and attention of both mother and father or of substitute male and female figures.

A child's growing sense of competence and effectiveness in dealing with the world is built from many sources starting with earliest infantile experiences: an expectation of gratification of most needs, most of the time; an ability to predict the consequences of his actions with a reasonable degree of certainty, and the sense of being able to produce an effect on the animate or inanimate world and to have someone care.

Self confidence and a sense of being able to have an effect on the world cannot develop without a model—someone who shows the child how it is done, and has enough self confidence in themselves to treat the child as a valued individual.

Children from disorganized families have motivational structures that are appropriate to what they sense and their families sense are the lack of rewards for striving and trying. They have self-image that are consistent with what they see reflected back to them from their families and from the larger society. The frustration of pride and self esteem is enormous. The sense of powerlessness must be diminished before positive changes can occur in learning. There is a direct relationship between a sense of effectiveness and an ability and a desire to learn. The desire to use a skill rather than the skill itself differentiates children from more and less deprived backgrounds. The sense of helplessness leads to the lack of effort.

Limits and boundaries

A baby needs adults who set limits and boundaries yet help him to deal with his frustrations. Learning limits of acceptable behavior helps baby to understand the organization of his world and his place in it. He develops a sense of responsibility from knowing what is acceptable and what is not. Such limits are, of course, frustrating for him, and he needs help in learning that anger is acceptable and containable, that there are ways of dealing with strong feelings, and that there are satisfactory substitutes for what he cannot have and may not do.

Adults and confidence

Baby learns what people are like and what to expect from them by imitating and identifying with those people who are important to him. He must have contact with people who have a reasonable sense of confidence themselves. A child surrounded by people who believe themselves to be failures will not learn that it is possible to become a competent and reasonably successful person. A child learns from the feelings of people significant to him; he may learn to be curious and creative, or to be passive and limited. He may learn to strive and try, or he may learn to avoid a sense of failure at all costs by simply not trying.

Children are amazingly adaptable and learn to read clues from adults that may never be spoken in words. They can learn to cope with just about anything but the ways in which they do so may severely distort their abilities to learn in other situations.

For example, a three-year old who has learned not to listen to a mother who is always screaming and yelling threats, may at six transfer that "not listening" to the teacher in school and be unable to take in enough of what she is saying to learn academic skills.

Adults motivate him

Children eventually learn to learn. Hopefully they will do so because they are intensely curious about the world around them and seek knowledge for its own sake, not because some adult tells them they must learn. In the broadest sense the desire to learn has its roots in baby's earliest years with an adult who respected his uniqueness, his individuality, his style, his efforts and his attempts to succeed no matter how feeble at first.

He must have encouragement in order to persist and move forward. An atmosphere that demands conformity and total control, and that offers few opportunities for independent action and thought encourages restricted, unmotivated, non-learning children.

Summary of goals

What then are the developmental goals for a child from birth to age three? What are the monumental tasks we expect he will carry out in his exciting and rapid growth in the early years?

- Gaining increasing control over his body systems: development of regulatory physiologic mechanisms; gross and fine motor development and coordination.
- Increasing awareness of the self as a separate identity; a sense of self involving who and what he is.
- A sense of effectiveness and competence; a sense of controlling his destiny at least to a limited extent—the opposite of powerlessness and sense that no matter what he does it makes no difference.
- The ability to communicate needs, wants, feelings and ideas; the use of verbal and non-verbal methods of communication; the development of a sense of being understood.
- The ability to take initiative, to be curious and exploratory, the ability to act.
- To have hope and faith and a belief that the world is, by and large, a good place.
- The ability to trust others and be trustworthy; to develop a sense of responsibility.
- The ability to give and receive from other people; to be appropriately dependent and appropriately independent; to cooperate with others and to respect others.
- The ability to be flexible and open to new ideas, new feelings and new people.
- The ability to think, to remember, to order, to perceive, to categorize, to learn, to be creative in intellectual processes, to attend, to observe, to inspect and investigate, to reflect.
- The development of skills, and techniques for gaining skills.
- To be motivated to broaden knowledge of self, others, the inanimate world and the world of ideas; to explore and to discover.
- The ability to control impulses when appropriate or to express them when appropriate; to be able to affirm and negate; to exclude; to postpone; to hold on and let go; to follow rules and to believe in their importance.

As time passes, children normally change in their needs and their characteristics. Parents know in painful ways sometimes that "good" infants become demanding, tyrannical two-year olds. Active, irritable babies may easily become placid and relatively calm toddlers. Adults need to adapt to this growth and change in the child, and recognize there will be fluctuations in degree of independence. Ways of expressing feelings will alter and preferences for activities will vary. The image of a child should not be fixed forever. Normal babies are highly varied and variable.

III. PROGRAM CAUTIONS

A. CENTRAL ROLE OF HUMAN RELATIONSHIP

The meaning of the deep and special relationships between child and adult is discussed in the section on developmental needs. The importance of that tie cannot be overemphasized but it may present some problems for you in day care planning.

A mother may feel she is "losing" her baby to the center and also feel that he will be less attached to her as he grows more attached to the caregiver. You must help her to see that a child loves easily and deeply, that there is room for more than one person in his heart. Children are not less attached to their mothers when they are involved in good care experiences. In fact, research has shown that there are no significant differences in attachments to their mothers between babies who have had day care experience and babies raised only in the home.

A serious problem can arise, however, if the caregiver feels she must prove herself to be a better mother than the child's own mother. It is the rivalry that causes the trouble, in much the same way that rivalry between mother and father disturbs the child.

Be sensitive to any special feelings of rivalry, envy, jealousy or guilt that the mother may feel toward the caregiver who is with her child in what the mother may idealize as a "perfect" or "easy" situation. Clues to a developing conflict may be found if there are continued and severe problems when baby arrives and leaves the center. Also, the mother may report problems that arise with baby at home over the weekends or on days when he is not brought to the center. Careful attention should be paid to the parent's feelings under these circumstances.

Multiple mothering

Many people have worried about "multiple mothering," feeling it is bad for infants to be cared for by more than one person. Actually, very few babies have an exclusive relationship with their mothers. Fathers, grandparents, aunts, uncles, brothers and sisters and cousins are very much a part of the scene in most families.

However, there is evidence that it is better for baby if the number of adults caring for him is kept small. If he is cared for by too many people there may be a slowing of his over-all development. His human relationships must be predictable, continuous, focused and consistent to produce the best results. This is possible only if a small number of adults care for any one child.

In the day care center you might have one caregiver responsible for four children, rather than have two caregivers share the responsibility for eight children.

Again, it is necessary to remember the individuality of the baby; the problem may vary from child to child. Some babies easily tolerate, and indeed thrive, on many relationships, while others appear to do well only when the number of relationships is kept small. It is clear from research in residential institutions that many factors are involved; the particular strengths of each infant and the quality of the caregivers. What influences the strength of the attachment of a baby to an adult is not only the total amount of care given but also the sensitivity of the caregiver in responding to the baby's signals and the feeling of attachment that develops between them.

Actually, to use the term multiple mothering is in itself misleading, since the arrangements being discussed here are those in which there is one prime mother figure with supplementary caregivers. Continuity is provided by the primary maternal figure even if there are changes in the caregivers employed at the center. This has a very different outcome than a situation in which no single person has the major mothering responsibilities. Vastly different effects are seen if multiple mothering occurs in situations where there is inadequate attention paid to the infants, inadequate gratification of his needs and an environment without appropriate stimulation, or if the multiple mothering occurs in a setting where each caregiver develops a close relationship with the child, responds sensitively and warmly to him, and in which the general level of stimulation is high and appropriate.

Another issue of concern has been one of the actual separation from the mother during the day, with some people feeling that the actual fact of separation itself is detrimental to the baby's development. Further thought has clarified the different effects of total and final separation, and temporary separations with reunions, essentially the situation of a day care setting. Repeated small doses of separation with consistent reunion is not known to have detrimental effect; in essence it is identical to a home situation in which the mother goes out frequently during the day for long hours, leaving someone else in charge. The continuity of the home setting is present. For the day care center, the continuity of the physical environment, the continuity in the patterns of caregiving and stimulation, the continuity in timing and scheduling, the continuity of the other children, all serve the same purpose. Obviously, maternal separation is not a simple event with simple and predictable consequences for the child. As is repeatedly true in working with infants, attention must be paid to the details of each individual situation.

In addition, the infant's reaction during the first days or weeks of his participation in the program may not be to the separation, but to the total environmental change. This change is not just in the physical surroundings, but in the kinds of stimulation he receives (through touch, vision and hearing) and in the kinds of responses by the caregivers. All of this may result in environmental unpredictability from the baby's point of view. Working with the parents to ease the transition will be most beneficial to the baby.

B. DEVELOPMENTAL VS CUSTODIAL DAY CARE

The possibility of maternal "deprivation" has also been raised in group care situations, and again caution must be exercised in setting up infant programs. Adequate food, clothing, warmth and shelter do not alone make adequate, developmentally sound programs. Maternal "deprivation" may be used as a shorthand term for insufficient interaction of adult and child, not just insufficient visual stimulation. Mobiles may hang over the cribs but the centers will still be warehouses for children if there are not enough staff and not enough well trained, adequately motivated and sensitive staff to engage in meaningful and developmentally appropriate reciprocal exchanges with the babies. The learning conditions must not include confinement in cribs, or being propped all day in front of the television set. Lack of opportunity to practice skills; unpredictability or chaos in scheduling; lack of attention to individual differences and individual needs and no recognition and encouragement for achievements all lead to dreadful situations: custodial care that means apathy, boredom and distorted development.

Diversity of models

There is no **one** perfect environment for the development of a "perfect child." Far from it; there is no one model of child development and no one model American child. People are unique and different from each other and America is a land of cultural differences and richness which cannot and should not be boiled away in the melting pot.

We find all around us today enormous pressures toward uniformity, conformity and standardization. We want to stress here that it is absolutely necessary for an infant care program to be specifically aimed toward the individual needs of the babies, their families and their circumstances. What a specific family and a specific group of families believe is correct behavior and what they desire must be the standard around which a day care program is built.

These standards will, of course, differ from place to place, from community to community. The needs and standards of behavior in a city are different from those in a rural area; different ethnic or religious groups have different customs and values. These differences must be reflected in the day care program if the program is to be effective for the particular children involved. Although the principles of day care and the developmental tasks of childhood are universal, the way in which those principles are put into practice must depend upon the immediate situation and culture.

Parents and the care center

Later in this Handbook the crucial roles of parental involvement and parental control are discussed in detail. These are of vital importance in order to ensure the most profitable use of the day care center to strengthen families and enhance the development of the children. Programs that do not involve parents may find that there develops an alienation between the parents and the center. Parents feel they are being excluded, and center staff feel the children are being dumped. Only if there is full parental involvement may problems such as this be avoided. Differences in developmental goals and methods between parents and the center may exist; these must be discussed and resolved. If they are not the child will suffer. For example, a mother with many children may need to have quiet, noncurious children in order to manage her household. If the center staff thinks that only alert, demanding and highly verbal children are acceptable, conflicts are sure to erupt. Children are withdrawn from programs because parents feel they are being over stimulated or overexcited. Again, careful attention to parental needs must be paid and parents must understand and be involved in setting developmental goals and means of achieving these goals. Respect for cultural and ethnic differences in desired behavior is essential.

Staff support

To care for a tiny child, to watch him unfold and develop abilities and talents, to see him learn and grow is a privilege that carries with it satisfaction seldom equalled in any other career. Of course, such a career also brings enormous responsibilities.

Good programs of day care are not easy to provide. People who choose to help with the rearing of children not their own take on crucially important work which hopefully will bring personal satisfaction to them as well as support for the child and family in need of the service.

In planning the operation of a center you must understand that those persons you employ as caregivers are as much individuals with personalities and needs of their own as are the babies for whom they will care. As they provide for the needs of their charges they will at the same time be living the days of their own lives. They will feel pleasure and joy in their contacts with the babies and others associated with the center; but they may also feel anger, jealousy, competitiveness, frustration, physical and psychological exhaustion and other normal emotions.

Parallel then to the needs of the child, and of basic importance in meeting those, are the needs and feelings of the caregivers who have the responsibility for him.

If day care services are to fulfill their promise, careful attention must be paid to the support—both psychological and financial—of the caregiver. Careful attention must also be given to recognizing those qualities of character that will enable her best to contribute to the growth of the child. Some caregivers are excellent with very young infants and less good with toddlers. Parental behavior is never static; there are different degrees of parental comfort with different stages of growth in their children and this is equally true of caregivers in centers. The compatability between the caregiver and the child must always be heeded. Such characteristics of the baby as his degree of activity and passivity will influence his relationship with adults.

A caregiver's style is also important. A great difference exists between teaching desired patterns of behavior and merely trying to suppress or eliminate undesired behavior. The first encourages the child to explore, to discover, to seek, to learn while the second suppresses his normal interest in his world, and leads to restriction and limitation.

Program content

In recent years much has been heard of "packaged" programs for "stimulation" of infants and young children. It is the intent of this Handbook to emphasize an understanding of the quantity, quality and variety of experiences necessary to enhance a child's development. The intensity, the timing and the context of any experience is all-important for the child. What is most important of all is the give-and-take between infant and caregiver involving activities initiated by the infant as well as by the adult. Baby's self-assertion and his spontaneous activities must be coordinated with the caregiver's activities.

Adapting individually appropriate activities to group care is frequently a problem but it is good to remember that babies learn a great deal by watching an adult play with another baby just as they learn from each other.

It is not the sheer amount of stimulation that baby receives that is important but the way in which it is organized and its suitability to his age and stage of growth. The encouragement of meaning and information in the relationship between adult and child fosters the growth of knowledge in the broadest sense.

Think, for example, of the difference in result between thrusting a doll into the hand of an apathetic baby and propping it there, and the excited pointing out of the doll's eyes, nose, mouth, clothing details, colors and size to a baby who has been brought to alertness by the exclaiming voice of the adult. The nature of the adult encouragement and presence is extremely important to the ultimate meaning of any one piece of behavior.

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CHAPTER TWO

ORGANIZING A DAY CARE CENTER

I. PRINCIPLES OF DAY CARE PROGRAMS

Satisfying the needs of children and their families must be the goal of any program if it is to be successful. Flexible, mutually agreeable relations between parents and caregivers must be achieved. Let us look at some important planning guidelines.

1. First, emphasis should be on strengthening, not substituting for, the families' child-rearing capacities. This is an important consideration when day care allocations are made, when programs are developed, and later, in attitudes taken. Subtle attitudes of competition with the parents in caring for the child "turn off" parents who need to feel that they are in control of their child and of arrangements for his care. If day care is viewed as a supplement, not a replacement for the child's home life, the center can succeed in strengthening the family life by giving the family more options and more tangible assistance in child rearing.
2. In order that the largest number of families who need day care service can take advantage of high quality programs, they should be conveniently located, responsive to emergencies, dependable, and reasonable in cost.

   To reach and recruit those persons who may not seek out organized facilities, you must have a genuine willingness to bend to the social experience of different families. Day care centers and other kinds of arrangements should be approachable and comfortably familiar. Personal and contractual relationships should be easy to manage.
3. Different types of day care service should be available through the same agency so that a family with children of different ages can receive effective care services–such as home care, family day care and center care–from the same source. For families rejecting organized facilities, some programs should be designed to strengthen informal care arrangements made by parents. The community should be able to look upon the day care center as a source of information, consultation and resource-development on day care.
4. Establish easily accessible information and referral networks so that parents can be helped to make suitable day care arrangements. This may ease the difficulties many parents have in finding and completing new day care arrangements, and is particularly important in times of stress, as for example, when there is a new job or a divorce. Outside assistance and understanding make it easier for the family to make successful decisions, and reduce the strains and tensions for any young child entering a new environment.
5. The stability of a day care experience in any setting depends on the stability of the setting itself, the stability of the staffing and the stability of parental use of the setting. Day care centers usually offer a more permanent setting than family day care, as they are less likely to move their location. They are also able to sustain a program despite changes in staff. However, the profit a child gains from the day care program depends heavily on his family's willingness to use the setting and to convey their approval to the baby.
6. Although any out-of-home care provides a child with new experiences, there are differences between types of day care arrangements. Family day care, home care or center care may afford little or much stimulation for the child. Center care for infants and toddlers offers greater possibilities for controlling richness of environment. What children need from their day care arrangements is detailed in this Handbook, particularly in Chapter One (Guiding Principles). What is important to note here is that neither the adequacy of home life nor of the day care arrangements can be taken for granted.
7. Infants and toddlers may be disturbed by strange people and places. Bridges must be found within their experience to link home and day care setting so that they feel secure, in the center as well as at home. Some care settings will seem stranger than others, and

parents can make it easier for them by arranging visits and sending along a favorite toy. The center can also bridge gaps for the child by communicating with him in a familiar tone and style; the caregiver can use non-verbal, body language, such as touching, to which the child is accustomed. Respect and affection are conveyed to the child in these and many other ordinary ways. Successful bridging is accomplished when parents and staff cooperate in making the day care center just as familiar to him as his home, when both places are equally comfortable and satisfying to him.

8. Often a child must adjust to a new setting, and, at the same time, become used to daytime separation from his mother and other family members. How quickly and easily he can adjust will depend partly on his individual capacity, and partly on the length of time involved in the separation. In general, shorter separation periods are easier for an infant or toddler to manage. His ability to adjust quickly and easily, in turn, affects his response to the new relationships and learning experiences. Caregivers can help by recognizing that the child will adjust to a new setting most easily and securely if he is gradually introduced into it. Abrupt separations or breaks from parents should be avoided.
9. Caring for children is gratifying, but has stresses and strains that can affect an adult's ability to meet the needs of children. Continued long-term, long-hour responsibilities can result in lower-quality care for the child by otherwise effective people. Hence, programs that provide shorter hours, or temporary help, can be built into any of the models of day care described.

II. ADMINISTRATIVE PLANNING

Parental involvement

It is important that parents be drawn into the life of the day care center. They may feel a natural anxiety about leaving their child in the care of others and will want to have a part in determining what programs and procedures will best contribute to the child's welfare.

The center's policy-setting body should be composed of parents whose children will be cared for by the center, and other representatives of community organizations who will be selected by the parents.

There are several methods of program operation that the policy-setting body can consider in making a selection best suited to the aims and goals of their day care center. One method would be to have total parental control in administrating and offering center services; a second would use staff control in conjunction with active parental involvement; a third would provide joint parent-staff control.

Whichever method is chosen, it is important to protect language and cultural differences wherever possible. Both staff and services should reflect the desires of individual parents and groups of parents.

This section presents details of parental involvement as staff members, in special programs and outside activities, and some reasons for lack of parental participation in day care centers.

Before proceeding to these considerations, let us first examine a few ideas on parents' feelings about using a day care center.

Parental feelings about day care services

A mother may seek day care services for many reasons. Her family may need the extra money she can earn from an outside job. She herself may need the personal satisfaction she gains from a paying job or some other activity that does not include the child. She may have a large family or illness in the family or for some other reason need assistance in fulfilling her many responsibilities.

When this mother brings her child to the day care center her feelings may be quite mixed. She may be delighted that Johnny will receive good care and support but at the same time be unsure about being away from him, afraid that he will forget her, and fearful that another will supplant her in his affections. She may feel sad or guilty about leaving him and jealousy may alternate with feelings of approval in her mind.

This kind of mixed emotion can become intensified as time goes by. Each morning when she drops Johnny by the center, she may see him run joyously to greet the caregiver. It will please her to know that he is happy there, that he is giving and receiving affection, but feelings of jealousy may be aroused because his smile is for another. She may react to this by trying to compete with the caregiver for his attention.

Most parents feel happy and satisfied when their child is given an object or an opportunity that they themselves lacked. But this too can arouse mixed emotions. If the father always longed for a bicycle or an opportunity to study music, seeing Johnny receive these things will please him but may at the same time give rise to memories of past resentments.

Difficulties can grow out of these mixed emotions, if staff members do not understand their causes. Where problems arise between parents and caregivers it is always the child who is adversely affected. He cannot understand why two people whom he loves do not love each other. He may become confused about where his own loyalty should belong.

Such difficulties can be avoided if parents and staff members give some thought to how to work together on a give-and-take basis. For instance, staff members may have to learn to be more sensitive and sympathetic; but parents must also be aware that, for caregivers, there are certain days when frustrations may outweigh the satisfaction they usually derive from this career.

Program planners should not only take responsibility for personnel, but also be responsible for establishing communication channels to resolve difficulties and misunderstandings.

Parental involvement in special program services

The needs of some parents may differ greatly from the needs of others. A mother trying to raise a child or children alone may need guidance in her efforts to be both mother and father to her little ones. The center can assist these mothers by special efforts.

The children also will need some specialized attention. They need the experience of working and playing under a man's guidance. A male staff member might also take the children on occasional outings.

Special help may also be needed by very young parents with a first born infant. They may be unsure of how to handle baby and uncertain of his needs.

The center can also arrange for parents to meet with each other for purely social reasons. Activities for all family members can be planned around a variety of interests. Parents may enjoy raising money for a project that will enrich the lives of their children at the center, say a new piano, or audio-visual equipment. Or perhaps they prefer to contribute their own talents and materials to the center. In addition to giving active aid as a staff member or assistants, there are many smaller ways in which parents with more limited time can contribute. A group of mothers could begin a sewing club to make curtains for the center or bibs and aprons for the children. Fathers can contribute their skills in carpentry or cabinetmaking, painting or in many other fields.

The center can aid parents in selecting toys and equipment that are safe and of good quality. When parents desire to make toys themselves, the center can provide instruction and assistance.

Parental involvement and outreach activity

Families may need help in areas outside of child care. Parents may not know where to apply to receive needed health care or to receive welfare assistance to which they may be entitled. The center can direct these parents to the agency that can best help them.

If the family's problems are financial, the center may be able to suggest job training programs and perhaps act as an intermediary between the parent and the agency sponsoring the program. The same is true for families who need better housing, legal advise, and other services. A special area in which the center can provide help is in the area of recreation. Most communities offer many recreational programs which include a wide variety of activities such as sports, free movies, plays, concerts and other entertainment, needlework and craft classes and others. In many instances families are unaware of these programs, or if aware, are ignorant of the scope and extent of them. The center can help get each member of the family involved in a recreational activity tailored to his interests and abilities.

The center, in some cases, may wish to hire a staff member whose primary job is to assist with family problems.

Reasons for non-participation

Sometimes parents are not willing or able to participate in day care center activities. The most common reasons given for lack of participation are: work schedule (i.e. meetings held at times they cannot attend), transportation problems, need for babysitter, and heavy demands of family life.

Most of these problems are fairly easy to solve. Meetings can be rescheduled and staff members can help parents to find babysitters and transportation.

There are, however, other reasons for non-participation. These reasons concern attitudes which mothers, rightly or wrongly, sometimes think social workers, physicians, nurses and teachers express. With the help of mothers who use day care services, many of these reasons have been identified. When they exist they need to be corrected. Some of the attitudes the parents believe the staff may have are:

"The day care center provides a wonderful service and parents should recognize its service to them and to their child." This attitude of total sufficiency does not leave enough room for cooperation in developing the best program for the child.

"Parents should attend center meetings so that they can learn how to raise their children." Rather than telling parents what to do, staff members should discuss with parents methods that succeed with children. This is more likely to encourage parent attendance at meetings. Staff members should also try to supply the information parents consider essential. They need to share information and respect the parents' wishes, rather than try to dictate conditions for participation.

"The staff disapproves of your methods as a parent and has definite rules for children in the program." The staff should not reject or define parents as incompetent people. When individual parent behavior conflicts with center policy, the staff should try to assist, explain and discuss such difficulties in an effort to work problems out amicably.

"The staff disapproves of parents' use of physical punishment." Discussing reasonable alternatives to physical punishment is more effective than chastising parents. If parents are told about factors in child development, they may discard physical punishment in favor of other correction methods.

"The staff believes that many parents know very little about their children's nutritional and physical needs." Information should be carefully gathered before such accusations are made. For example, in one program staff members blamed a mother for her child's malnutrition. Later it was discovered that the major cause for this condition was that the child was a slow eater; the mother assuming that he was finished, removed the food too soon. Informing the mother about necessary amounts of food, and advising her to schedule more frequent, smaller feedings, helped solve this problem.

The need for options

Within the context of parental control and involvement, parents should have opportunities for options. The parent should have the privilege of choosing when, how, and at what levels he wants to participate in the planning or operation of the center. While parents should be actively encouraged to participate, the staff should also make clear to parents that only certain kinds of participation are essential to the well-being of the child.

Parents whose children cannot be accommodated at the center, for whatever reason, should be helped to find appropriate services elsewhere. Those whose child has outgrown the age range served by the center should be allowed to keep their children there until other accommodations are found.

Parent involvement as staff members and volunteers

Some parents may wish to become regular staff members at the day care center where their children are enrolled. Priority for employment should be given to those who are qualified, according to the criteria set by the board. If employed on the staff, parents who are also board members should be helped to clearly separate their board/staff/parent roles. In addition, the center should offer in-service training that enables the employed parent to take on successively more complex and demanding assignments.

Parents who do not work in the program on a regular basis may wish to assist occasionally with various center activities and should be encouraged to do so. This encouragement should include more than just helping parents feel welcome and useful. If, for example, a parent needs medical attention in order to meet standards for those in contact with children, the center should assist her in obtaining it. Parents should be invited to attend staff training sessions so that they can substitute as caregivers in emergencies or work as volunteer caregivers.

Parent involvement in the regular program

There should be both planned and informal opportunities for interaction among parents, children and staff members. This should start when the parent considers enrolling his infant in the center. A thorough explanation should be given to parents regarding the purposes of the center and how it is run. Parents should also be encouraged to visit the center to learn from their own observations and to question what is taking place. From the beginning, the parent should be assured that although the center staff will be giving his infant the same kind of careful attention and care the parent does, the staff is not attempting to be the infant's parent—only the parent can fill that role. In addition, the parent should be shown that his role as a parent will be supported.

One way this can be accomplished is through frequent opportunities for parents to participate in day care/child development discussions. Further, group activities among parents may facilitate exchange of ideas so that parents can develop a more objective view of their child and realize how much they have in common with other parents.

Daily introductions of each child to the person who will be directly caring for him are important. There should be opportunities for exchange of information and feelings between the child's parent and his caregiver. The same kind of exchange could take place at the end of the day so that the parent can share in the child's play.

Formal conferences are important, too. Staff members, the center administrators and the parents can all meet together and in separate groups. At these sessions, important information about the infant and his experiences, past and present, can be shared. The center staff and the parent can work together on mutually agreed-upon goals for the child. They can work out ways in which it will be possible for the parents and staff to deal with the infant's behavior in similar ways. They can also decide on constructive action concerning any problems the child may have, particularly if these problems have been created by his attention at the day care center.

It is often an advantage to the center and the parent to have a staff member visit the infant's home to talk with the parent there. Such visits may increase the staff member's understanding of the child's background and needs as well as improve his knowledge of the needs and aspirations of the parent. In particular, it may help the staff member to recognize any special arrangements or services the child or his parents may need in connection with the child's attendance at the center.

Ethnic relevance

Regardless of the locale or method of grouping in a center, the varying ethnic and cultural backgrounds of the families involved must receive the closest attention. Almost every group of children will represent several cultures and often several languages. Programs should incorporate and preserve elements which reflect those ethnic and cultural backgrounds. Parents should have an opportunity to select or approve of the ethnic content of a given program. In this way both parents and children identify with day care center activities.

In those areas of the country where families use two languages, e.g., Spanish and English or American Indian and English, both languages should be used and the children's familiarity with both strengthened. Characteristics of both cultures should pervade all aspects of the program.

A curriculum which values cultural differences should be part of the child's program from infancy. In programs that involve only minority group children, bilingual, bi-cultural education must be an integral part of all daily activities. But in programs containing only a **portion** of children from a particular ethnic group, two arrangements might be made. An authority figure (probably a parent) from a minority group can be included in the program, and special curriculum components in the area of relevant language skills and cultural awareness can be used.

In order to meet the special needs of ethnic groups, curriculum components should include these four areas:

Self-identity. Children need to develop self-awareness and a positive self-image. It is recommended that more than one language be used in the learning process; and that there be focus on the concept of skin color differences, and the use of bilingual songs, games, finger plays, stories, and games. For children who must fulfill multi-cultural roles a positive image of this should be envisioned by the caregiver and communicated to the child. Emphasis should be placed on the value of being multi-lingual and multi-cultural.

Cultural awareness. The child should identify with or relate to the two or more cultures of which he is a part. He should be educated to allow him to make a maximum contribution to those cultures. Materials representing the cultures should be a part of all programs dealing with minority children and room environments should reflect these cultures. The nutrition program should reflect a variety of representative foods, and minority group holidays should be celebrated.

Bilingual competency. Children should be encouraged to verbalize in more than one language. Caregivers and other children should appreciate **nonverbal** behavior as a suitable expression of feelings. Teachers should be bilingual to serve as good listening and speaking models. Teaching of standard English should not be approached as a "phasing out" of another language or dialect and a child should be given recognition, praise, respect and encouragement in his use of both languages. When appropriate, pre-reading and pre-writing activities should be conducted in both languages.

Family awareness and participation. Respect for a child's home should be expressed through positive caregiver-child-parent interaction. Parents should be involved in decision-making at a policy level in all areas affecting the child's education; parents should be encouraged to share the child's experience in center activities. Caregivers should promote and support the concept of parents as authority figures; they should also make home visits when possible.

TYPE OF DAY CARE SETTINGS

What happens when the family reaches beyond its own resources for assistance with the care and rearing of its children? There are three basic kinds of settings in which supplemental care is apt to take place.

1. The child may remain at home and have someone come in to take care of him. This is **"home care"**.
2. He may go out to the home of someone who lives nearby in the same general neighborhood. This is **"family day care"**.
3. He may go to a center organized for the care of a group of children in a building that is not a private residence. This is referred to as **"center care"**.

Programs for these three settings can occur under different auspices. Setting alone does not assure quality of care of educational enrichment, health service or social service. A day care setting organized under community auspices can, with adequate funding, provide a complete care service which meets the needs of children. On the other hand, the private day care available to many families may lack educational facilities and, in rare instances, may neglect the child. Situations like these call for a different approach to day care planning. In such settings, the child's prospects for development must be improved by bringing in additional services and resources which the settings lack. This can be done through licensing of facilities, licensing personnel, training programs, consultation and health services, home teaching, social services and neighborhood or community organizations.

Arrangements for center care

Day care programs must be flexible enough to make the lives of children and their families easier, more productive and more fulfilling. Here are a few examples of arrangements which have been found useful by some groups in establishing center programs.

The **neighborhood center** is a common type. Rarely self-supporting, it often receives funds from public agencies, local charities, special grants from Federal sources, and contractual donations from companies whose employees it serves. Occasionally, neighborhood centers are run for profit by a private group.

Often staffed by community people, neighborhood centers usually keep closely allied with the needs of the community, and can provide a variety of services. One such center in New York, trained mothers as day caregivers and supervised them in family type day care. It arranged job training for the mothers of the children, and helped in job placement. In Baltimore, one center provided group care at the center, and also had home visitors who cared for the children and provided them with educational experiences in their own homes for short periods of time each week. This center also served as a place for educating parents about nutritional needs of children; soon the services were expanded to include consumer education on meeting nutritional needs on limited incomes. Legal assistance in public housing laws and other topics of adult concern became part of the center's activities. After-school programs were sometimes run for the older brothers and sisters of all the children.

In the Southwest, several programs are serving mobile populations such as migrant workers. Those children who would normally spend the day in the fields, or be cared for by older brothers and sisters, now enjoy stable care by a staff which travels with the workers. These centers may be in mobile homes or in local facilities such as churches.

A growing number of **industries are building day care centers** into their plant sites. In companies that depend largely on female employees and suffer from high turnover as their employees leave to have children, such industry-related centers can be an economic, as well as social, investment. In addition to negotiating such benefits in a new contract, a number of labor unions have established centers of their own for their members' use. If a center concentrates on serving employees from one firm, it may be easy for it to adjust its activities to the specific needs of the group; for example, a center located in a hospital serving its nurses and other staff may be open 24 hours a day, although no child stays in the center longer than his parent's work shift. Urban companies may combine resources to set up such centers, and often look to outside groups for assistance in setting up good centers.

Staff selection

How does an employer determine who to hire for a particular job? What interview techniques are most useful? How does an applicant assess her desire for and satisfaction with a particular kind of job? Day care center administrators may find the following suggestions helpful in interviewing applicants for staff positions.

In a job interview the administrator should know the questions he wishes to ask, should also encourage questions from the applicant. While it is hard to determine an applicant's ability to work with children solely from an interview, the administrator can attempt to judge the applicant's attitudes toward children, toward discipline and toward new ideas. A trial period from four to eight weeks is advisable for staff members, so both administrators and employees can test their abilities in working with children and other staff members. Procedures for terminating jobs without undue strain should be set.

Finally, administrators should arrange for potential staff members to talk with other people in their field, to share ideas about the work involved at day care centers.

Administrative procedures

A director, the staff, and parents share the responsibility for seeing that a day care center program runs smoothly and meets the needs of children and their families. To facilitate this kind of administration, the following suggestions are presented.

1. Establish a grievance procedure, so every staff member and parent will know how and where to express complaints, and can voice opinions through established channels.
2. Have frequent informal sessions to discuss problems or special conditions long before major crises erupt.
3. Stress open acknowledgment of, and sensitive awareness to, possible difficulties when there are ethnic differences between staff and children.
4. Develop good communication between staff and parents. Parents should be included, whenever possible, in the decision-making processes.
5. Be responsive to each individual staff member as a human being, with a life both inside and outside the center.
6. Do not allow the center to be exclusively child-centered, although the primary staff function is care of children. Children need to experience the world of adults as it touches their lives, in order to learn their place in that world.
7. Assign parents working as staff members to a room or section other than that where their own children are placed. It is difficult for both child and parent to develop new

ways of relating to each other, and it is unfair to other children if one is singled out for special attention and care.

8. Tell staff members when they are succeeding and when they need to re-evaluate their behavior as staff members.
9. Consider the need for staff counseling at all levels. A counselor who helps with personal and professional problems is important in this kind of personally exhausting work.
10. For a smoothly functioning staff, be willing to adapt to the needs of both adults and children. Many employees will be women with their own families; often, complicated day care arrangements must be made to free them to work.
11. Remember that staff members grow and change. Continuing to treat someone as a trainee long after he is a fully-functioning member of the staff may lead to dissatisfaction and disappointment.
12. Turnover may be a major problem, and to minimize this, eliminate some of the most frequently disturbing situations leading to resignations, such as long hours, limited opportunities for advancement, lack of privacy, uneasy relations with other staff members, difficult children to care for without extra support, high demands on the stamina and physical energy of the staff, and low salaries.
13. Clarify work arrangements. Don't assume that a job description, once given, is completely absorbed and understood.
14. Provide opportunities for constant learning and outside stimulation. It is all too easy to become bored by working exclusively with infants and young children all day. To prevent this, staff members might occasionally exchange duties. Also, arrangements could be made for staff to attend special meetings and conferences, observe in other centers, and have discussions with other staff members about children and on-the-job-problems. Outside speakers can be invited to talk at staff meetings and abundant, interesting reading material can be made available.

Staff-child ratios

To guarantee optimal development of infants and young children in group care, a low ratio of children to caregivers is preferable. High quality of a few will not make up for an insufficient number of caregivers. But neither will a large number of caregivers substitute for quality care. Caregivers who must supervise large numbers of children may neglect certain children and become exhausted. States differ in their licensing requirements regarding ratios. The average ratio recommended is one caregiver for each three children under one year of age, one for each four to five children from one to two, and one staff member for each six children between two and three years old. Ideal ratios might come closer to one caregiver for each four children under two years of age, and one caregiver for every five children between two and three years of age.

Characteristics of good caregivers

Obviously, no one person will have all the qualities described here. Initially, however, a caregiver should already have some of these characteristics; others may be acquired through training and experience. In general, the following qualities are important for a good caregiver:

1. She should be patient and warm toward children. This warmth is the basic ingredient in the caregiver-child relationship. Only with patience can the child be helped to develop, and the caregiver survive the strains of this type of work.
2. She should like children, be able to give of herself to them, and receive satisfaction from what they have to offer. She must be able to appreciate the baby as an individual, since this is vital to his growing self-acceptance. A caregiver also needs to have a sense of humor.
3. She should understand that children need more than simple physical care. She should have some knowledge of the practical care of children and be willing and able to learn from other people.
4. She must be able to adjust to various situations, understand feelings, and help children to handle fear, sadness and anger, as well as to experience love, joy and satisfaction.
5. She should be in good health. Since children possess abundant energy, the caregiver

must herself be energetic and imaginative in order to teach and discipline them.

6. She must be aware of the importance of controlling undesirable behavior, but must not be excessively punitive or given to outbursts of anger.
7. She needs to show initiative and resourcefulness in working with children and be able to adapt the program to meet their individual needs and preferences.
8. She must be acquainted with, accept and appreciate the children's cultures, customs and languages if they are different from her own. Helping the child develop a sense of pride in his own uniqueness is vital.
9. She must respect the child and his parents, regardless of their backgrounds or particular circumstances, thus helping the child learn to respect himself. Her own self-respect will aid her in imparting this quality to others.
10. She should be able to work with other adults and get along with the other staff members in order to provide a harmonious atmosphere at the center.
11. She should have a positive interest in learning, understand the importance and variety of learning needs in a young child, and be responsive to the child's attempts at learning in all spheres.

Use of paraprofessional staff

Because professionals may be more experienced and more accustomed to the demands of work at day care centers, this section concentrates upon the role of the paraprofessional at a day care center. The rationale for using paraprofessionals at a day care center is based on: 1) the importance of making jobs available to the general population serviced by the center, 2) the ability of paraprofessionals to enhance communication between the center and the population serviced by the center, 3) the ability of paraprofessionals to complement the work of professionals by sharing responsibilities for daily care and training of children. Paraprofessionals, however, need training as well as carefully planned and supervised job roles.

If they are low-income people, they may have been recipients of social welfare and have negative feelings toward administrators, professionals or persons in authority. But this suspicion and hostility must not obscure the goal they share with professionals: providing the best possible program for the children. To deal with problems caused by such differences in staff members, it might be helpful to list some factors for consideration in using paraprofessionals as staff members.

1. Paraprofessionals are frequently people who like action. Spending time discussing the care of children increases their need for related activity. On-the-job training, or periods of work spaced between training sessions, are better arrangements since these combine thought and action.
2. Paraprofessionals can become very enthusiastic about their new role, and this can result in an unfortunate letdown as they become aware of realities in the day-to-day routine of caring for many young children. To maintain interest, novel and challenging training sessions (such as video taping) can be scheduled.
3. For paraprofessionals, written certification or recognition of the newly acquired skills in caregiving is beneficial. This proof of training might enable her to get employment elsewhere if she moves to another community or wishes to apply for a better job.
4. As a paraprofessional becomes more competent in her new role, she can relate more easily to professionals. It is important for her to take pride in personal growth but not lose the ability to work effectively with the people she knows best.

When paraprofessionals and professionals share responsibility for children in a center, certain difficulties may arise. Adding a paraprofessional to a staff assignment previously controlled by a professional may cause unpleasant feelings in both. For example, a professional might resent a loss of administrative control; or she might relegate the paraprofessional to unchallenging duties.

The following suggestions may be helpful in preventing difficulties between professionals and paraprofessionals:

1. Paraprofessionals and professionals could join the staff at the same time and be trained

together. If training is a continuous process in the center, new paraprofessionals can be included in the ongoing sessions, as well as being a part of the initial training program.

2. A division of labor can be agreed upon between staff members before hard feelings develop over privileges and responsibilities.
3. Both paraprofessionals and professionals should be equally responsible to a third supervisory person. Professionals should not have paraprofessionals assigned to them as students only.
4. Paraprofessionals should have a role in planning the center. The process by which they assume this role will differ from one center to another.
5. Staff counseling should be available at all times to help the paraprofessional deal with such problems as stage-fright and self-doubt. Counseling can help the professional realize that she can assist the staff in creative use of paraprofessionals.

Volunteers as staff in the day care center

The use of volunteers in a day care center is a debatable topic. Their interest in children and their help can add to the program. However, volunteers should not work directly with children unless they show a great aptitude for this kind of work, and agree to accept supervision. A volunteer who appears on some days and not on others may destroy the continuity of care for children and the morale of other staff members. Therefore, volunteers should be required to commit themselves to a definite schedule of service, although their schedules may be more flexible than those of the regular staff. In this way, the volunteers become regular, contributing and necessary members of the day care staff.

STANDARDS FOR DAY CARE CENTERS

For years, some states have set standards for out-of-home care in an effort to spell out conditions necessary for the safety, health and care of children. These standards have frequently been used to upgrade facilities with inadequate attention to basic requirements, but unlicensed or substandard day care arrangements have been the rule rather than the exception, particularly in the infancy age range.

How are parents to examine standards set by local communities? Or assess the adequacy of the arrangements they make for the care of their children? One center may be crowded but filled with warm, attentive, knowledgeable caregivers. Another may have more than adequate space but be devoid of stimulating objects and human warmth.

With some of the principles given in this Handbook in mind, parents may attempt to judge for themselves whether their child's needs are being met. With some of the standards discussed below, they may judge the adequacy of the physical arrangements in those cities or counties not having regulations. Standards need constant revision, especially for infant care, as we learn more about the strengths, weaknesses and consequences of various approaches to the group care of children.

Three major points seem to be in most states' definition of a day care center: 1) care must be limited to less than 24 hours per day; 2) a minimum number of children (from three to nine) must receive care; 3) the care shall be apart from the children's own parents.

Few states have specific definitions for infant centers, but they do incorporate specific necessities in the requirements for the center if infants are to be included.

In most states, standards for day care centers exist in two forms: as written recommendations or goal standards, and as legal requirements, written into state laws and/or local codes. An administrator, of course, should become familiar with both written recommendations and legal requirements. Licensing of a day care center by the state may depend upon its fulfillment of the particular legal requirements; however, any additional written standards should also be taken into account, since local codes are often developed on the basis of these written goals.

Environmental design and physical facilities

A day care center should be designed with both use and attractiveness in mind. In addition, the needs of both children and staff must be considered, since arrangement and design at the center can foster or hinder the children's development and the staff's comfort. Keep in mind the specific needs of the children who will be served, the function of the center in the lives of the families, and a built-in capacity for adaptation or modification when needs arise.

Unfortunately, very few day care groups have an opportunity to design their facilities. The staff usually has to remodel old, and perhaps inadequate, areas. If possible, it is very helpful for the staff to look at different settings, and to discuss ideas on advantages and disadvantages with caregivers from other centers. If it is impossible to have a separate facility for the day care center, the next best choice is to locate quarters especially designed for a center in an apartment building, community center, school, church or settlement house. Spacious old houses can be converted, but usually at great cost. Problems are bound to arise when centers must share space with other occupants in a multi-function building. Extremely large centers make it difficult to provide proper surroundings for children and are difficult to administer. The division of space, and size and location of the rooms will affect the staff's ability to carry out the appropriate program and protect the children. The following ideas apply to design and physical facilities:

These general facilities should be included: playrooms; coatroom space; toilet and handwashing facilities for staff and children (one washbasin and one toilet recommended for every 8 to 10 children and located off indoor and outdoor play areas); separate kitchen facilities on the ground floor; utility rooms for cleaning, storage and laundry.

It is also necessary to include: an isolation room for sick children; medical and first aid rooms; areas for adults (group conference room, reception room, staff room and rooms for special staff such as nurses, psychiatrists, etc.); and storage space adjacent to playrooms, the kitchen, utility and medical rooms, etc.

The following considerations may be helpful in planning outdoor spaces:

Outdoor play space—75 square feet of playground space for each child using the area at one time is recommended. One should consider good drainage, several different kinds of surface covering (hard and soft surfaces), sun and shade, safety (stable attachment of permanent equipment, enclosed swing area, entire play area enclosed with at least one exit onto the street.)

Roof playground—The surface of the playground must not be injurious to children, should be enclosed, and should have a direct exit to a fire escape.

All centers should include sanitary precautions in their planning, with special attention being paid to water, sewage disposal and drainage systems, food, cleaning, screens and personal supplies of the children. A first aid handbook and a handbook on poison should be available.

Take into consideration ventilation and heat (artificial ventilation should be provided if there are no windows); illumination; soundproofing and color.

Finally, the kinds of equipment needed at a day care center will vary according to its purpose and the age groups it serves, but, in general, all centers will initially need: educational equipment and ample supplies (of toys, arts and crafts, etc.); child-size bathroom fixtures and room furniture for staff rooms; standard kitchen equipment and fixtures.

Health maintenance program

One of the most important aspects of group day care is providing and maintaining a positive program for protecting the health of children and their caregivers. A center oriented toward families will include the health of parents and other family members in its concern. An excellent Handbook covering issues of health programs for day care centers is Health Services—a guide for project directors and health personnel.

III. PROGRAM PLANNING

The center can plan its program to provide a detailed schedule of activities for the children, or it can be more flexible, leaving planning of activities up to the caregiver each day.

The decision as to which type of program will depend largely on the experience of the caregivers. For a newcomer it is better to have activities spelled out as this will help her to become acquainted and feel comfortable with the children right away. Do stress that where specific activities are outlined these are to be considered only as suggestions. The caregiver should use them as a starting point and let her own feelings and enjoyment of the children carry her on to other activities.

For infants with special needs, activities can be incorporated into the daily program. For example, one child may need special work with language. A "tutor" might come in and carry out a pre-arranged set of language activities with the child. The caregiver should provide practice in the area of the child's interest or need. The caregiver and the specialist will need to keep each other informed of their activities.

If budgeting realities do not permit hiring specialists, you will have to decide whether an attempt should be made to set aside part of the day for caregivers to carry out special programs with the child, or whether to try to combine special activities for individual children with the natural events of the day.

There is no reason why both approaches cannot be used. A caregiver, for example, might make a special effort during a child's bath to talk to him and try to encourage conversation with him and, in addition, allot ten minutes during the day for individual language games for this child.

The main advantage of having a particular time for activities is that the caregiver will devote special thought to the child's needs and how to meet them. Otherwise, these considerations may get lost in the press of caregiving activities.

Mixed-age and same-age grouping

Two major plans exist for day care age-grouping, one which places crib babies in one group, toddlers in another, and toileters in still another, and "family groups" in which infants of a given age are mixed with other children of a variety of ages, typically ranging up to five years.

The mixed-age family plan is more natural, closer to the real home arrangement, and permits members of the same family to stay together. Older children serve as examples for younger children and can be a help in caring for them, which in turn gives the older children a sense of pride and responsibility. In some respects, infants are likely to get more attention than when they are grouped together. Mothers know that older children often have a great deal more patience than an adult in trying to wrest a smile, giggle or gurgle from an infant, and infants under three sometimes have better play experiences with older children than with peers. Under this plan, infants do have the choice of playing with children at a variety of ages.

The mixed-age plan is not without its disadvantages. Infants at some ages require more staff energy than they do at other ages. Without careful planning, staff might spend undue time with the most active children and insufficient time with the more quiet, undemanding children. A second difficulty relates to safety. Older children, because of their greater size and mobility can, even unintentionally, pose a threat to younger children. For example, the 14-month-old toddler may accidentally step or fall on the creeping infant of seven months. The hyperactive two-year-old may fling one of his less favorite metal or wooden trucks across the room to fall where it may. The use of this plan requires careful thought about how to cope with the unique needs and tendencies of children at the various ages. The reader is reminded that in this Handbook mixed grouping refers only to babies in the 0 to 36 month age range.

If the same-age plan is chosen, the caregiver should consider the individual level of each child's ability and should consider permitting children at the same level to play together. Also, she should realize that a six-month-old who is able to sit alone should not be propped up simply because other six-monthers need to have support; a ten-month-old who is walking well should not be kept from thirteen- to eighteen-months-olds simply because they are three to eight months older.

A twelve-month-old child who can talk and recognize objects should be permitted under certain circumstances to join an eighteen- to twenty-four-month-old group working in this area.

Of course, as with age, level of development in one area is not the only consideration when grouping children for an activity. A child who has developed more rapidly than his peers in general motor coordination, for example, might be too immature emotionally and socially to be grouped with older children.

Children with special problems

Right now there is a great deal of emphasis on providing early day care programs for infants who have special problems such as deafness, blindness, cerebral palsy, mental retardation or behavior disorders. People who work with these children have two opposing views.

Some believe the child with a special problem needs to be in a day care program specifically designed to help him overcome the effects of his problem as he grows and develops.

Others think the child with a special problem should be in a day care program with infants that do not have this problem, so that he will observe the normal and learn to respond as most babies do, rather than only being with other children who have the same difficulty.

It is necessary to consider how much extra time staff will have to spend caring for such a child and whether the problem is so great that caring for this child will reduce the level of care given to the others.

One way to make this decision is to consider each child as an individual. Take the child into the program on a temporary basis for long enough to get acquainted with his behavior and needs. Then decide whether the child and the program belong together.

Individualizing group care for infants

Each infant in a day care program is an individual. He has a set of behaviors, likes and dislikes, strengths and weaknesses, experiences, inherited traits, and a pace for doing things that is like no other infant. Even in the midst of group care routines there is, and must be opportunity for each child to be treated individually in a manner that best meets his personality needs.

Caregivers must always be very conscious of the relationship between what they do with children and how the children respond. There is no toy, activity, equipment, physical care or combinations of these in a program that can, of themselves, assure development. But a caregiver who sees how an infant reacts and uses that information to adjust the program to the unique requirements of that child opens the door to development. The caregiver must be able to observe intelligently, think about the meaning of a child's behavior, and translate his conclusions into what needs to be done.

Group care can be individualized in many areas of the daily routine as detailed below.

Feeding. Children do not need to be fed on a rigid schedule. If permitted, infants will choose their own feeding time. Knowing the child well helps you decide when he is hungry. Keeping a record of feeding times will soon show each child's pattern and when feeding times can be anticipated. One child may enjoy being propped up or given something to play with while another is being fed.

Sleeping. All infants do not require the same amount of sleep. Those who take only short naps should not be left in their cribs for long periods waiting for the other children to awake. Infants who always sleep less than the others can be the last ones put to bed and the first ones taken out of their crib when naptime is over.

Affection. This is perhaps the most obvious area of care in which attention is given to each child in a different way. Also, cuddling, cooing, kissing, rocking and patting are usually offered to one child at a time. It is important to know how each child reacts to affection. Some will want and accept endless amounts of cuddling or rocking. Others may struggle to be put down after a few seconds. Infants also act differently with some adults than they do with others. While affection is usually spontaneous and not something planned or programmed, caregivers should be aware of giving this kind of personal attention daily.

Diapering. Diapering obviously has to be a one-to-one business. However, this time can be used to talk and smile with the baby as well as change the diaper. A caregiver can exercise the baby's arms and legs, sing, and play touching, patting and rhythm games.

Individual activities. In many day care programs the caregivers may wish to set aside a short period for individual activities with each child. During this time, each child will spend a few minutes with a caregiver who has planned some appropriate activities. It is very important that the choice of any activity be based on an observation of the child's behavior. Activities must be selected for each child according to what he enjoys or according to what in his development needs strengthening. There is no list of activities that will be exactly right for any child. It is up to the caregiver to think about the child and try out activities with him.

Watching over the development of the child

Those who conduct day care programs, particularly in centers, must be alert to cues from the child that suggest a departure from health and normal development. If, for example, there are conspicuous delays in the child's physical growth, or his ability to move, grasp, creep, play and respond to people and things, he may be in trouble in his overall development. If he has the skills, but does not use them, he is also in trouble.

Some of these problems may be transient and do not have serious implications. One of the characteristics of young children is the rapidity with which behavior can change. The child under the impact of an illness or a crisis at home may regress to less mature levels of development and just as quickly return. However, there are two good reasons for recommending that staff become sensitive to each child's developmental achievements and style of functioning. First, it is important to intervene early in problems of development because it is easier to correct most of them if they are recognized early. Second, such awareness enables the staff to respond to the children in an individual way.

Caregiver as the major observer

There is no good substitute for knowing a child if one expects to safeguard his health and development. Part of this knowing comes from seeing him day after day. Part of it comes from keeping in close touch with his family to exchange information about him.

Areas of observation

Three areas of infant behavior that offer clues to the child's well-being are physical illness and disability, levels of development, and styles of personality functioning.

Physical illnesses can be acute or chronic. The most frequent occurrence in the young child is some kind of acute illness ushered in by fever, vomiting, diarrhea, a cough, runny nose, skin rash or other signs. He may be more irritable than usual, may cry and seek or need more holding, and sometimes not want it when he gets it. He may be "droopy" and lacking his customary energy and alertness.

Chronic illness may be detected even if it does not have serious aspects that attract immediate attention. The staff may become aware that, as compared with his earlier behavior, the child is not doing as well, and his problem may be identified by referring to accurate health records. No caregiver can afford to be lax in contributing to the content of these records. She will also be aware of the child's health history as reported by the parent.

The child might also have some kind of physical disability. Some are easily visible but others may become apparent only after months or years. It is important to learn to recognize these conditions and help the family find the services they need for treatment.

In the earliest years the mind and body are less separate than they are later. The very young child reacts with disturbance in body functions and in general development not only when he has a physical illness but also when he encounters emotional stress. Disturbances of eating and sleeping, failure to grow normally in height and weight, symptoms such as diarrhea, vomiting and skin rash may be caused by such deficits in his psychological and social experiences. Keep this in mind when evaluating a child's illness or failure to thrive.

Levels of development

Standardized tests and other measurements based upon studies of thousands of infants and young children can be used to assess a child's general maturity and his level of functioning. One can measure levels of motor skill, problem solving, speech, social development and others using tests that compare a child's performance with the expectations held for most children of his age. There are also shortened versions or "screening" tests derived from the more extensive scales which provide a quicker but less detailed method of measurement. Both the full scale tests and the screening tests are specialized procedures which might not be available in the community. Few centers would have staff members or consultants who are skilled in their use. But widespread efforts are now being made to train nurses and others to use the screening tests.

Another approach is represented by the Charts of Behavioral Characteristics (at the end of this section) in which expected developmental steps and attributes are organized into categories and into the age spans during which they appear. It is possible by using these charts to determine the approximate level of the child's development in the areas of body expression and control, emotions, social play and responsiveness, intellect, language and self-awareness.

Charting observations

People who have been around young children and find them interesting have learned far more about child development than they may be aware of. With a system of organizing these observations the caregivers can capture on paper the ever-changing picture of the child.

Any assessment of a child's ways of approaching the world, his style of doing things and what he is capable of doing, must take into account the enormous individual differences between babies. Children develop at different rates and in different ways that have nothing to do with "better" or "worse"; they simply are different and individual.

What you want to know are a particular child's strengths and weaknesses. How does he solve problems or attack new problems? How does he deal with frustration and anger? How easily does he "fall apart" under stress? How easily does he accept substitutes for what he can't have or do? Is he curious and does he want to know about a lot of things, or does he sit quietly and not seem interested? Does he need a great deal of adult help in getting started in activities, or does he consistently refuse any help?

Does he get along with adults and children easily, or is he especially shy or overly aggressive? If another child hits him, what does he do? How does he deal with threat? Does he laugh and play easily, or is he usually sad and somber? Is crying at the least provocation a way of life for him, or can he stand just about anything?

Does the child turn always to the adult for help, scarcely wanting to try things for himself? Or does it never occur to him that the adult might be a source of help and comfort? Does he give up too easily or become extremely sensitive? Does he have wide and quick mood swings, or is he relatively stable in terms of feeling? Does he seem suspicious of the adult and other children, and easily frightened?

If you have this sort of information about a child you can help him over the "rough spots", and be on the lookout for elements in the day care program that seem to be disturbing all the children.

Suggestions for an effective system of monitoring:

1. When a developmental problem is noted or suspected, do not rush into action unless the problem is acute or clearly serious. Take time to see whether there will be a marked or persistent change in the child's performance or emotional state. Decide whether a discussion with the parent about staff concerns is necessary and who should do it. Do not raise parental anxiety unnecessarily, but the parent must be a part of any plan that goes beyond the usual program.
2. Establish a regular procedure through which the observations and concerns of the parent and staff are reported to the director of the program. Attention to these clues from the child takes two directions: (a) There should be continuing discussion and planning for the child's day into which observations about his health and behavior are fed. Special attention can be directed by staff to understanding the significance of the problem as well as helping to alleviate it through added or more individualized support to the child. (b) Further thought can be given by the leadership of the program to the question of whether a referral should be made to a physician or other health service.
3. Make referrals only when this has been discussed with parents in advance; assist them in identifying appropriate resources. Be patient and supportive if they cannot follow recommendations.
4. Develop a system of record keeping which reflects the goals of the program and is realistic to expect of the staff.
5. Keep in mind the goals of the program and those for each child. There must be a continuous process of monitoring and adjusting if goals are to be reached.

CHART OF BEHAVIORAL CHARACTERISTICS

To enhance understanding of infant development, some types of infant behavior are characterized here by age range. Only a few examples are listed in each category. Only the roughest idea is noted of where the behavior fits chronologically. Normal babies are highly varied and variable. No one baby fits all of the total patterns presented.

BIRTH TO 6 MONTHS

THINKING	Baby discriminates mother from others, is more responsive to her Baby acts curious, explores through looking, grasping, mouthing Recognizes adults, his bottle, discriminates between strangers and familiar persons Shows he's learning by anticipating situations, responding to unfamiliarity, and reacting to disappearance of things Uses materials in play such as crumpling and waving paper Looks a long time at objects he's inspecting
LANGUAGE	Baby coos expressively, vocalizes spontaneously Baby vocalizes over a sustained period of time to someone who is imitating his sounds Baby babbles in word-sounds of two syllables
BODY EXPRESSION AND CONTROL	Baby develops own rhythm in feeding, eliminating, sleeping and being awake; a rhythm which can be approximately predicted Baby quiets himself through rocking, sucking, or touching Adjusts his posture in anticipation of being fed or held (in arm, on lap, at shoulder) Head balances Baby turns to see or hear better Baby pulls self to sitting position, sits alone momentarily Eye and hand coordinate in reaching. Baby reaches persistently, touches, manipulates Retains objects in hands, manipulates objects, transfers from hand to hand Baby engages in social exchange and self-expression through facial action, gestures, and play

BIRTH TO 6 MONTHS (cont'd)

SOCIAL PLAY AND RESPONSIVENESS	Baby imitates movements Gazes at faces and reaches toward them, reacts to disappearance of a face, tracks face movements Responds to sounds Smiles to be friendly Mouth opens in imitation of adult Baby likes to be tickled, jostled, frolicked with Makes social contact with others by smiling or vocalizing Quiets when someone approaches, smiles A mutual exchange goes on between adult and child through smiling, play, voice, bodily involvement
SELF-AWARENESS	Baby smiles at his own reflection in the mirror Looks at and plays with his hands and toes Feels things about himself through such actions as banging
EMOTIONS	Baby shows excitement through waving arms, kicking, moving whole body, face lighting up Shows pleasure as he anticipates something, such as his bottle Cries in different ways to say he's cold, wet, hungry, etc. Makes noises to voice pleasure, displeasure, satisfactions Baby laughs

6 TO 9 MONTHS

THINKING	Baby shows persistence in doing things Becomes aware of missing objects Makes connections between objects—pulls string to secure ring on the other end, uncovers a hidden toy Increases his ability to zero in on sights or sounds he's interested in Baby's attention span is prolonged Baby shifts his attention appropriately, resists distraction
LANGUAGE	Baby babbles to people Says "da-da" or equivalent Notices familiar words and turns toward person or thing speaker is referring to Shows he understands some commonly used words
BODY EXPRESSION AND CONTROL	Baby sits alone with good coordination Manipulates objects with interest, understands the use of objects—rings a bell on purpose Practices motor skills, crawls, stands up by holding on to furniture Uses fingers in pincer-type grasp of small objects Increases his fine-motor coordination of eye, hand, and mouth
SOCIAL PLAY AND RESPONSIVENESS	Baby cooperates in games Takes the initiative in establishing social exchanges with adults Understands and adapts to social signals Shows ability to learn by demonstration
SELF-AWARENESS	Baby listens and notices his own name Makes a playful response to his own image in mirror Begins to assert himself
EMOTIONS	Baby expresses some fear toward strangers in new situations Pushes away something he does not want Shows pleasure when someone responds to his self-assertion Shows pleasure in getting someone to react to him

9 TO 18 MONTHS

THINKING	Baby unwraps an object, takes lids from boxes Recognizes shapes in a puzzle board Names familiar objects Baby becomes increasingly curious about surroundings, sets off on his own to explore further than ever before Becomes more purposeful and persistent in accomplishing a task
LANGUAGE	Baby jabbers expressively Imitates words Says two words together
BODY EXPRESSION AND CONTROL	Baby stands alone, sits down, walks with help Is gradually gaining control of bodily functioning Throws ball Becomes more aware of his body, identifies body parts Stands on one foot with help Walks up and down stairs with help Needs adult as a stable base for operations during his growing mobility and curiosity
SOCIAL PLAY AND RESPONSIVENESS	Baby plays pat-a-cake, peek-a-boo Responds to verbal request Imitates actions Stops his own actions on command from an adult Uses gestures and words to make his wants known Focuses on mother as the only person he'll permit to meet needs
SELF-AWARENESS	Baby becomes aware of his ability to say "no" and of the consequences of this Shows shoes or other clothing Asserts himself by "getting into everything", "getting into mischief" Wants to decide for himself
EMOTIONS	Baby shows preference for one toy over another Expresses many emotions and recognizes feelings in other people Gives affection—returns a kiss or hug Expresses fear of strangers Shows anxiety at separation from mother, gradually masters this

18 TO 24 MONTHS

THINKING	Child says the names of familiar objects in pictures Explores cabinets and drawers Begins to play pretend games
LANGUAGE	Child uses two-word sentences Has vocabulary of 20 to 50 words Begins to use "me", "I", and "you" Follows verbal instructions Listens to simple stories
BODY EXPRESSION AND CONTROL	Hand coordination is increasingly steady–child can build tower of many blocks Climbs into adult chair Runs with good coordination Climbs stairs, using rail Uses body actively in mastering and exploring surroundings – an active age
SOCIAL PLAY AND RESPONSIVENESS	Child scribbles with crayon in imitation of adults' strokes on paper Likes parents' possessions and play that mimics parents' behavior and activities Follows simple directions Controls others, orders them around Tests, fights, resists adults when they oppose or force him to do something Child is able to differentiate more and more between people
SELF-AWARENESS	Child recognizes body parts on a doll Identifies parts of own body Child takes a more self-sufficient attitude, challenges parents' desires, wants to "do it myself" Child's sense of self-importance is intense–protests, wants to make own choices

18 to 24 MONTHS (cont'd)

EMOTIONS	Child desires to be independent, feed self, put on articles of own clothing Shows intense positive or negative reactions Likes to please others, is affectionate Shows some aggressive tendencies–slaps, bites, hits–which must be dealt with Shows greater desire to engage in problem-solving and more persistence in doing so Develops triumphant delight and pride in his own actions Becomes frustrated easily

24 TO 36 MONTHS

THINKING	Child can name many objects Begins to grasp the meaning of numbers Child's memory span is longer Child's ability to reason, solve problems, make comparisons develops Child grasps the concepts of color, form and space Begins to respect and obey rules Shows strong interest in investigating the functions and details of household objects
LANGUAGE	Child uses language as a way of communicating his thoughts, representing his ideas, and developing social relationships Child enjoys using language, gains satisfaction from expressing himself and being understood Understands and uses abstract words such as "up", "down", "now", "later"
BODY EXPRESSION AND CONTROL	Child can jump and hop on one foot Child walks up and downstairs, alternates his feet at each stair Begins to notice the differences between safe and unsafe activities Expands his large muscle interests and activities Tries hard to dress and undress himself

24 TO 36 MONTHS (cont'd)

SOCIAL PLAY AND RESPONSIVENESS	Child tests his limits in situations involving other people Says "no" but submits anyway Shows trust and love Enjoys wider range of relationships and experiences, enjoys meeting many people other than parents Likes to try out adult activities, especially around the house, runs errands, does small household chores
SELF-AWARENESS	Child becomes aware of himself as a separate person, can contrast himself with another Expresses preferences strongly Expresses confidence in own activities Expresses pride in achievement Values his own property
EMOTIONS	Child strives for mastery over objects Child can tolerate more frustration, more willing to accept a substitute for what he can't have Shows strong desire for independence in his actions Gradually channels his aggressive tendencies into more constructive activities Uses language to express his wishes and his feelings toward others Shows a developing sense of humor at surprises, unusual actions, etc.

Follow-through and coordination of services

Certain studies indicate that the gains made by a child exposed to the Head Start experiences were immediate, but of short duration. This would imply the need for a follow-up program to sustain and reinforce those gains. When this became apparent, certain limited efforts at correcting this condition came into existence. These new programs have been called "Follow-Through".

It is widely believed that the first few years of an individual's life lay the foundation for all later growth and development. Because of this belief numerous day care programs have been started in this country, focusing on the child under age three. The need for very careful follow-up or follow-through of the infants' experiences is important too if the children are to maintain their gains.

Good programs are needed for children of all ages. Planning for them involves the coordination of services and cooperation of many members of a community. Careful attention, boundless energy and large amounts of money must be available to develop new resources and to strengthen existing ones. Each community will have its priorities for establishing programs and, all too frequently, these programs have to compete with each other for the money necessary for their existence. A good day care program for children up to three years old should be followed by an equally good one for children over three. While there are limits to what can be established at any one time, parents and other program planners need to be vitally concerned with helping to develop resources that provide good experiences for children for the years before or after those included in any specific program. Child development services cannot be developed on an effective scale in any community without cooperation and coordination of its resources.

Process of follow-through

At all stages when the child moves from one program to another, special efforts must be made to make this transition as comfortable and positive as possible. The parents must be involved in this follow-through process, since they are the primary source of influence on their children's lives. They should have a good understanding of their child's stage of development in any program serving their child. There is, therefore, need for communication between parents and the staff of those different child service systems.

In all instances, parents should retain the right to decide whether or not records from one program will be shared with another program or with a school system. Very careful attention must be given to the use of information or records concerning the child so he is not stereotyped. If the parent consents to the release of information about the child to another program, agency or school system, it is the duty of staff members to communicate, share information, and attempt to use this information only in a manner that might benefit the child.

CHAPTER THREE

DAILY PLANNING FOR INFANTS

Arrival

A tiny baby may react very little when he arrives at the day care center and is transferred from one pair of comfortable arms to another; but as he gets a little older you will be able to see the effects of things that have happened to him at home, how much sleep he had, whether he had breakfast and whether the adults who waked, fed and dressed him were relatively calm, or upset, angry or irritable for any reason.

Your attitude and behavior when baby arrives will affect his mother's attitude about leaving him and her real feelings will get across to the child. Even if she brings him regularly, he will know more and more certainly if she approves of the center for him and if she is happy about his being there. Mother's emotional "OK" is very important to baby.

Sharing information

Parents who are too shy to come in to talk at other times often talk freely when they bring baby to the center in the mornings. New mothers may use this time to ask advice about child development and care. Others talk about what they like or do not like about the staff or the program.

This is also when the mother should tell you when baby ate last, whether he seems well, or if anything has occurred that might affect him during the day. She should also tell you who will come for him and how you may reach her if you need her during the day.

Distress upon arrival

A part of your job is to support the relationship between the mother and her child. Baby's arrival at the day care center must be carefully planned with this in mind. A baby who has tolerated his mother's absence very well during his first year of life may, as he grows older, begin to show distress or anger when she leaves him. During his first year of life he has developed strong emotional ties to her and he now begins to fear that he might lose her. This can happen even when he loves and trusts his caregivers and is natural at his age and period of emotional and intellectual growth.

Some babies will express their concern by clinging to mother and crying, others become quiet and serious while still others refuse to say goodbye to mother. Some show anger quite openly.

Sometimes children seem happy and calm at arrival but show signs of distress later in the day.

You will need to show patience and understanding and be prepared to make suggestions about how the baby can be helped to feel more comfortable in the setting. This may mean arranging for mother or another member of the family to spend extra time in the center. Or perhaps the baby can spend a shorter day at the center temporarily. The important thing is that you always be ready to adapt the program to the child's changing needs.

Health supervision

A well cared for baby who has learned to trust his parents, accepts, as a matter of course, that something will be done for him when he is sick or in pain. His body and feelings are under the watchful care of his parents and only gradually will he learn to care for himself. Trust and mutual affection between mother and child—"mamma will kiss it and make it better"—helps him to tolerate pain and illness.

Children whose bodies have been neglected do not learn to take care of themselves nearly so well as others. They do not have the same awareness of being full or empty, sick or well, safe or in danger.

Extra attention at the center

How baby feels physically will influence how he behaves. If he is feeling miserable he may need extra rest and cuddling or close observation for the appearance of new symptoms. At such times it is best if he receives the extra attention from a caregiver who is familiar to him He will be more comfortable with her and she will be more alert to changes in him.

You will have to make decisions about his immediate care. Should he remain in the group, or be placed in a quiet room apart from the others? Should his mother be called? Should his diet be changed?

The answers will vary according to the child and the circumstances. Some mothers want to be called even if baby's symptoms are minor ones. Others, expecting to be called only in case of emergency, would be alarmed beyond reason by such a call.

Giving treatment thoughtfully

You may be called upon to give medicine to a baby, or treat some kind of eye, ear or skin disorder, or change bandages for old or recent injuries. Frequently, you will need to give help or comfort. When there has been an accident or an injury, always think about how it will appear to a tiny child. For example, a small cut may bleed heavily, frightening baby very much. He does not know it isn't serious. Many children will gather around to look at another child's injury; others will actively avoid it. Usually they will not ask for an explanation, but it helps to give one. They can be disturbed by what they do not understand.

If a treatment is going to hurt baby, tell him so. Let him cry and then comfort him, lovingly. Sometimes you will have to help him stop crying later on. If he falls or gets hit, tell him what has happened to him. "You ran into the table and hit your head. It hurt." Or "Johnny stepped on your hand. He didn't mean to, but I know it hurt."

When one child hurts another intentionally–pushing or hitting or biting–both children will need your attention. The victim needs to be comforted and given a chance to express his outrage; the aggressor needs to be told that he is behaving badly, but at the same time he needs to understand that you do not dislike him because of it. Patiently make him understand that his actions must not be repeated because they hurt another person.

When one child is tenderly cared for following an accident or an injury all the other children will feel more secure, knowing they also will be cared for if the need arises. Also the interest in their bodies that is shown in helping them to brush their teeth and wash their hands gives them a feeling of being protected. All these experiences help prepare them to cope with distressing events that may arise when they are on their own.

Feeding and eating

Feeding a child not only nourishes him physically but also gives him a sense of your love and interest in him. Mealtime should be an important social and learning time for him.

Usually, it is best to hold a baby when you feed him. Sit in a comfortable chair so you can relax and cradle him in your arms. See that the milk, which should be body temperature, drops easily from the nipple, but not in a fast stream. Baby will probably take an active part in the feeding. When the nipple is touched to his cheek or the corner of his mouth, he will turn toward it, take hold and begin to suck eagerly.

Some babies suck strongly and steadily with a "no-nonsense" kind of behavior, others suck a few minutes, rest, and begin again. If he should become so active or excited that he loses the nipple, and begins to cry, try to calm him before giving him the nipple again.

Feeding will take from 20 to 30 minutes and it is important that you continue to hold baby until he is finished. You can talk or sing to him, and by the time he has finished he should be satisfied, comfortable and ready for sleep or play.

When you give him strained baby foods for the first time, he will meet many exciting new experiences. He will be held in a straighter position, and will be fed with a spoon which feels very different in his mouth than the nipple did. He will find strained foods have a new thickness and he will discover many new tastes. Some babies will be very clear about what foods they like and dislike, others will take whatever is given them. Talk to baby more now, at feeding time. He is more wide-awake as he eats and is ready to notice what goes on around him. Make mealtime an occasion you and baby can both enjoy.

By the time he is six months old, he will reach out to take his own bottle, and with a little help can guide it to his mouth. He may reach for the spoon and fuss if he cannot have it. He can now push the spoon or bottle away if he does not want it. You may be tempted to hold his arms so they cannot get in the way, but this would be an unwise thing to do. It is better not to fight him, but give him something else to hold, a crust of bread, or another spoon.

You may find yourself opening your own

mouth when you give him a bit of food. This is good because he is old enough to imitate what he sees. By seven or eight months he can usually sit in his high chair to eat his solid foods although he will still relax in your arms for his bottle.

At this same age he will be able to feed himself a cookie or cracker and you should let him do so since this gives him another chance to take an active part in his feeding. He may not eat much of it, but he will look at it, taste it, smell or bite it, and make chewing and swallowing movements. He gets better at it with practice and gets more out of it than just the food consumed. He is learning that he can do things for himself. Such little things, learned one at a time, help him build up a sense of self-confidence and teach what he can do.

Later, when he is ten or twelve months, he will be able to pick up bits of food between his thumb and fingers and will be eating some food that is not strained, such as mashed table food which has lumps or bits that he must chew before swallowing. Canned foods, called junior foods, can be used as this time. Chewing is usually pretty well developed by eight or nine months whether he has teeth or not.

Baby's active part in mealtime should be a going thing by now. You can give him some finger foods such as small bits of meat, vegetables or fruits or dry cereals to feed himself. He also needs a chance to feed himself with a spoon but you should be there to guide him. It is an art to know when to allow him to help himself and when to take over and do it for him.

As far as you are concerned feeding time may seem most difficult when he is between 12 months and 18 months old. He can walk alone and may fuss when placed in his chair at mealtime. He is more independent and strong minded, too, and not so cooperative as he used to be. He insists on doing part of the feeding himself but cannot handle it completely. Also, by this time he is interested in throwing things and in messing, especially in getting his hands into the soft food.

For some time his self-feeding will be a mixture of spoon-feeding, finger-feeding and cup-feeding. By 18 months he should be pretty good at getting the food to his mouth without spilling it, but some of it will still invariably end up on the floor, on his face or in his hair. This may be hard to take, and really expecting him to do it all does put too much of a strain on him. On the other hand, feeding him entirely keeps him too babyish and passive. Try to reach a happy medium and tolerate the mess.

From about 21 to 24 months on, a child who has had adequate help in learning can feed himself fairly well most of the time. He will be able to sit in a chair, using a tray or a table. Give him small amounts of food at first, and more as he is ready. The social time of sitting at the table with others, where he can hear conversation and laughter is important for him. Some things will be said to him, but much of the time he will spend looking and listening between bites.

If he is in group day care he will be eating usually with other young children. Mealtime will go better when only two or three toddlers are fed at one time. When older children are present it is often easier to arrange a pleasant mealtime for several children including the small baby. Sometimes, the older ones can help the younger. However, the two-year-old is at an age when he becomes easily upset or overexcited. When this happens he should be comforted and helped to calm down. If he is overtired he may need rest more than food at the moment.

Do not expect every child to eat at the same pace. A toddler in one chair may spend fifteen pleasant minutes feeding himself a bowl of cereal while the child next to him may want help after he spoons in the first mouthful. A child who sees food coming and cannot wait for it without crying can be taught patience but only as he learns that you are going to see that he gets food.

Toileting

During his day at the center an infant will need to have his diaper changed many times. Each time the task can include moments of friendly communication between you and baby which will contribute to his growth.

Don't try to teach him toilet control during his first year. During this time the emptying of the bowel and bladder is a reflex action which he cannot control. When the time for training does arrive at around 18 months, it is important that it be coordinated with his home training. Talk with his mother and see what method she is using to teach him. Two different methods, in two different places would only confuse him and will probably delay his training.

Let a caregiver he already knows and loves have charge of his training since in the beginning he will attempt control mostly because he wants to please. He will have no understanding of what you are asking, but he will want to do it to make you happy. Watch for some sign that he is about to have a bowel movement and take him to the toilet.

Before he is ready for training he should have been walking long enough so that he will not resent sitting on the potty for a few minutes. If he is just beginning to walk he will be so anxious to try his new skills that he will complain bitterly about sitting for even a few minutes.

He should also be talking well enough to learn to associate a few simple words or a phrase with toileting. The words will differ in different families, and what they are doesn't really matter. What is important is that he can understand them, and that they are used consistently both at home and at the center.

The seat he uses should be comfortable and secure; any feeling of uneasiness will interfere with his success. If he is uneasy about heights, let him use a chair low enough for his feet to touch the floor. If he is not afraid, he can use a seat placed over the large toilet seat, but be sure it supports him securely and has adequate back and arm rests and a firm footrest.

Be prepared for many ups and downs in the process of establishing control. "Accidents" will happen when he is sick, tired, or merely too involved in play. At times he may resist training but if you do not take such times too seriously they probably will not last long.

In the beginning he should not be required to sit more than five or ten minutes and you should stay with him. Don't read to him, or tell stories as this will only distract him and may keep him from grasping the purpose. When he has completed his mission show him that you are pleased but don't exaggerate or act excited.

Should he be punished if he has his bowel movement in his pants? No, certainly not; but do let him know that you are displeased. It will do no harm to show him you do not enjoy the odor or the incessant cleaning up.

If he wants to see the bowel movement, let him. However, it is probably best in the beginning to wait until he has left the room before flushing the toilet as the noise and the disappearance of the stool may frighten him. When he is older, he may want to do the flushing himself. If he wishes to smear or play with the stool, he should be stopped, but not punished.

Some children will be fairly well trained by age two, but for others it may take longer. Also, do not expect toddlers in groups to be able to control their bowels on a group schedule. It simply doesn't happen this way. You must treat each child individually; but it is true that children do sometimes learn by imitation, and the toddler who observes quite informally when with others, may learn from example.

Any stress placed upon the child, such as illness, separation from someone he loves, or any other drastic change in his life, may bring on temporary loss of control. If this backsliding lasts more than a few weeks, professional help may be needed.

Urinary control is easily taught once bowel control is well on the way. It will require that you take him to the toilet often during the day and he should be in training pants because this will clarify what is being asked of him. As long as he is in diapers, he expects to use them as he always has and can be confused if asked to use the toilet and is then put back in diapers.

Unfortunately, some parents and caregivers tend to battle with the child over toilet training. This is missing the whole point. The aim is to join forces with that part of the child that wants to learn and grow. It is far better to help him establish his own controls, and thus feel more in charge of himself, than to make him submit out of fear.

Rest, solitude, and peaceful moments

Do not keep baby busy all the time. He will need some quiet time every day to spend as he chooses—playing with his toys, sucking his thumb, looking at a book, thinking his own thoughts, singing to himself, or perhaps merely day dreaming.

One benefit of quiet is physical rest but there are other good results. Such moments give him a chance to know himself, to explore the world that is growing in his own mind. This helps him learn to solve problems and prepares him to handle stress by thinking and planning ahead. It also permits him to enjoy the experience of remembering past events.

Different children will choose to obtain their quiet periods in different ways. Johnny may want to play alone in his crib for a short while, while Billy will prefer to be held. One may want the sandbox or the corner of the room all to himself and another may enjoy hiding behind a curtain or in a big box.

It is possible that an older child, say between one and three, may develop some fear of being alone and need an adult to be with him when he rests or plays quietly. Knowing each individual child and his needs will help you to provide the best setting for such peaceful moments.

Of course, one quiet period will occur quite naturally when the children are put to bed for their regular nap time. It may require some planning on your part to arrange for each child to have a crib or cot in a place conducive to sleep, but it is important to do so since the children vitally need this rest and replenishment.

Most very young children will be ready for a nap after lunch but do keep the program flexible enough to allow for a child who has a different rhythym. The tiny babies, of course, will sleep several times during the day and may need a separate area from the older children who have a regular nap time.

For a short while before nap time, activities should be slowed down so the children will not be too excited to sleep. You might read or sing to them, or simply sit nearby so as to encourage them to fall asleep easily.

Play, toys and creative activities

How often have you given any thought to the function of play? Of course it is fun, and you can see that the baby enjoys it very much, but play also serves another purpose for him. It helps him to learn how things work, what they look like, and how he, himself, can make objects work for him. He has an enormous reservoir of natural curiosity, and an equally enormous drive to learn how to do things and what adults are all about. He will use play to practice doing what he sees others doing and to pretend to be other people, like mommy and daddy.

You must see that his toys are neither too complicated nor too simple for his level of growth. It is very frustrating to give a child a complex puzzle intended to teach him the relationship of shapes when, in fact, he is too young to understand what to do with it. It is no less frustrating for him to have nothing but a small squeeze toy when he is already capable of opening and closing boxes.

Safety

When purchasing toys or other items for a day care center, the first thing to be considered is, of course, safety. Always check for sharp edges, parts that fall off or can be bitten off, small pieces that could be swallowed by a baby, or the potential of electric shock. Remember too that paints and stuffings can be dangerous since baby will always try to put everything in his mouth.

Heavy objects should be stable enough to support baby if he uses them to pull himself to a standing position. Braces and legs on a table or a rocking chair may entrap him so that he twists and wrenches a muscle, or gets his head caught in a place from which he cannot get out. Many toys catch fire easily. Others have parts that spring off and could endanger his eyes.

Obviously no day care center can be completely safe, but if you give safety top priority when you design the setting and purchase the equipment you will greatly lessen the danger of accidents and injuries.

Bear in mind the center must be designed to allow infants to be safely out of their cribs, on the floor, able to explore and move around without the danger of being stepped on by the toddlers. You might manage this by blocking off a corner of the room with heavy furniture, or a small fence. Play pens are usually too small and restrict the baby's movements, although they do have some value as a "resting place" for quiet periods.

Toys that are safe for older children can be dangerous for little ones. For example, beans and buttons or a metal car that amuses an older child can spell peril for a toddler or an infant.

Indoor-outdoor

No day care center should be exclusively indoors. Babies need to play outdoors even if only a small area is available for this. In the country there will, of course, be no problem; in the city, you might perhaps devise a play area on the rooftop, in a back yard, or a city park. However, a play yard at a distance from the center itself might present too many problems of transportation. Even carrying the babies a short distance is difficult if there are more infants than caregivers.

Best of all is where the play area can adjoin the indoor area so the children can go in and out by themselves. Toddlers enjoy running back and forth, checking in with you and then running out again, refreshed by the human contact. Babies at the crawling stage are encouraged to try to get around by the lure of the great outdoors. Many centers have paved their outdoor areas with artificial turf rather than using blacktop, but this can cause infants to develop friction burns from the dragging contact of arms and legs on its surface.

Television in the daily program

Television sets should never be used as "babysitters." Although an infant is at first fascinated by the movement and sound, the fascination soon wears off and he then becomes depleted and apathetic. The set is unresponsive to him. He cannot communicate with it. Boredom is dangerous for infants since this leads to withdrawal and lack of interest in his surroundings. It should also be remembered that a television set may offer temptation to staff members to watch their own favorite programs to the baby's detriment.

Some programs such as **"Sesame Street"** are excellent for short periods of time for two-year olds but not for very young babies.

Recordkeeping

Most programs will have to keep at least three types of records:

1. Those required for a legal, technical or medical purpose (license, health certificates, employment records, etc.).
2. Those that record the planning and procedures of the program (evaluations, objectives, training programs, etc.).
3. Those that refer specifically to the physical and mental development of the child (health records, assessment of developmental status, feeding schedules, etc.).

An excellent review of the necessary records may be found in "Day Care Standards for Infants and Children Under Three Years of Age," prepared by the American Academy of Pediatrics.

Visitors

Because infant day care is still a novelty in the United States you should expect to have many visitors to the center in the early years.

Of course, the most frequent visitors will be parents and they should be made welcome at all times. They may wish to talk with a caregiver or to participate in activities with other parents and such visits do not necessarily include a visit to the nursery.

Suggest to parents that visits to the nursery should be planned ahead so as to avoid disruption of the children's day. Some parents will be unable to schedule their visits because of their work or other demands on their daytime hours. When they drop into the center make them welcome and try to reciprocate by visits to their home when possible. The relationships that can develop in this way can have invaluable benefit to effective day care.

Other visitors may be students, representatives from other children's agencies, relatives of the children, developers of new day care programs, researchers, residents of the community, or just members of the general public curious to see how the program works.

They will probably arrive with pre-conceived attitudes about the program and most will have dozens of questions to ask. It may help to have a pamphlet prepared which answers the more basic, general questions. This will allow more time to discuss the intangibles.

Most visitors will have a deep interest in the children, and no matter how self-disciplined they are, many will find it hard to avoid lavishing attention upon the babies and thereby disrupting the program. To avoid this, it would be well to set up some rules based on the following guidelines:

1. Visits should be planned in advance so that some staff or parents are available for discussion, information, and a tour of the center. Knowing the purpose of the visit beforehand allows staff to prepare meaningfully for the visitors. Advance notice as to number of visitors enables staff to determine whether the group can visit in the children's room, during any given time without disrupting its smooth functioning.
2. Visitors, who for legitimate reasons, wish to take pictures, or to observe for research purposes, must obtain permission from the head of the center. Written parental consent of those babies to be photographed or studied is required by most centers.

3. Visitors with obvious illnesses (a bad cold for instance), should not visit the nursery. Visits should be postponed until such time as they no longer imperil the child's health.
4. Visitors should not give toys, candies, or any other objects to the children as this can be disruptive.
5. When visiting the nursery, children must be accompanied by an adult.

Caregivers in day-long contact with little children sometimes long for adult companionship. However, while the presence of visitors may provide such companionship it may be at the expense of the children's care.

Departure time

Departure time can be difficult since by the end of the day parents, children and caregivers may all be tired, cross and out of patience.

Mothers may sometimes be late in arriving and find a caregiver who is impatient to get home herself and a child who is upset at being the last to leave.

There is little you can do about the fatigue factor, but when planning the program, do take into account these last few minutes, and try to arrange the program so as to make them as pleasant as possible.

When conditions permit, this is a good time for the mother to receive information about the child's day or to sit for a while and talk about herself and not at all about her child.

Anything you tell the mother about her child should be carefully thought out and tactful as the child will probably hear what you say. Moreover, parents are often sensitive and quick to take offense.

The first question many parents ask is "Has he been a good boy today?" You should not, of course, withhold any information of significance from them, but do give some consideration to the mother's state of mind. If she is overly tired or in a hurry, postpone those interesting instances of the child's day and his progress until another time.

Pleasant end-of-the-day departures are boons to good caregiver-parent relations and are worth planning and working for.

CHAPTER FOUR

ACTIVITIES FOR INFANTS

This section contains examples of activities that will aid baby in his task of learning to know the world about him. Please bear in mind that the suggestions given are examples only. From them you can develop dozens of other games and activities to aid the child in your care.

Remember that each baby is a person in his own right. He has his own personality, his own likes and dislikes, and his own individual needs. What pleases another baby may make this one howl with rage.

His rate of learning may be faster or slower than another baby his age.

Your own likes and dislikes are also important. Don't play a game or engage in an activity with baby if you personally dislike it. He will sense your dislike and will withdraw from you. You will be able to find numerous other activities you can enjoy together.

If he has done something nicely, tell him so. This will encourage him to try again. Should he try again and not succeed praise him for his effort.

Some activities suggested for small babies will also be appropriate for older babies; at the upper age levels continue all activities begun at the younger levels, making them appropriate to what the child is doing.

Talk to baby whenever you are together. Tell him about everything you are doing and encourage him to answer you.

Make sure that he is "tuned in" to you. Speak to him as an individual, using his name, and looking at him, so he will know you are speaking to **him.**

All of the examples of activities given in this section have three special goals.

1. To encourage the child gradually to develop the ability to get along with adults, other children and things.
2. To help him to master, to cope, and to learn.
3. To teach him that there are many different ways to approach the world and that he should accept and respect the ways of others.

You should watch baby carefully and change the way you handle him and the games you play with him on the basis of how he responds to what is done.

Remember always that no games or activities are "special" by themselves. The warmth and the feeling involved are what count. Babies sense encouragement to learn, to experience, to enjoy. They will sense just as quickly attitudes of discouragement and disinterest, and will become apathetic.

Activities for babies should be woven into the framework of all the natural approaches to them. They will want to learn, they will be interested in what is going on around them, and above all else, they will be encouraged to be curious and active.

Never force baby to respond. Don't push or overload him. He will tell you when he has had enough play or attention or when he wants more. Watch for his cues of irritability or crying. He may turn his head away, or slap at your hand. All these actions indicate that he has had enough.

Pay attention to baby's rhythm of activity. If he is enjoying something and wishes to continue don't interrupt him. Don't force him to change activities simply because you think it is time for him to change to something else. Let him have the repeated experience of being able to complete an activity and to satisfy his curiosity completely about an object. His attention span will be longest if he is allowed to follow his own rhythm and interest.

Time for gentle, unhurried games and activities with individual babies may well be scarce for you. If this is true many activities may be carried out with several babies included as participants or involved as spectators. Several babies sitting together in a circle will watch in fascination as some game, for example pat-a-cake, is played with one of them. They learn by watching also and as they grow older they will learn from each other.

Again, please remember that the following examples of activities are just that—examples. Hundreds of other activities can be developed for individual babies in their own special settings. Think of things to do that relate specially to who the babies are, who their families are, and where they are growing up. Make the activities appropriate to the families' and the program's goals for each child.

The activities included in this section were compiled from a number of sources. Credit and particular thanks go to:

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I. BIRTH TO ONE YEAR

Encouraging language development

When you approach a baby to pick him up, bend over him, smile and speak softly to catch his attention. He will become quiet and look directly into your eyes. Then he will begin to coo and gurgle. These small sounds are his way of speaking to you. Smile and speak to him again.

If he is still a tiny baby it won't matter if you use baby talk or nonsense words. What is important is that you imitate the sounds he has made himself.

Also it is important that he knows you are pleased by his babbling and you are responding to him with sounds and words. You have shown that speech, language and sounds are important.

Often you can start a game by alternating his sounds with yours. Eventually you will both become so involved in the game that it will be impossible to tell who is imitating whom. This kind of play helps him to become aware of his own sounds and he can soon recognize their similarity to yours. He experiences a sense of accomplishment.

Sometimes after imitating his sounds for a little while you can then change your pronunciation of the sound so that it becomes part of a word. For instance, if he says "ga, ga, ga," change it to sound like the "ga" sound in "garden," or "guard." Later you might change your pronunciation even more or perhaps just say the whole word. Then give him a chance to imitate you.

Talk to the baby frequently, saying words as you normally do, assuming he will understand you. Probably he will smile and babble an answer, his way of asking you to continue talking with him.

He will also enjoy listening to pleasant conversation between children and adults. Some babies grow quite excited when talk is going on around them, in fact, try to join in the conversation, spilling forth a volcano of sounds in their eagerness. Always call baby by his name or the nickname that his mother calls him. Say, "Here is John's bottle," "Here is John's toy," or "Look what I brought for John." Soon he will realize that "John" is his own special word and that you only use it for him. He will begin to respond by looking, turning his head or babbling whenever he hears it.

Frequently point out objects that hold a special interest for baby and say the name distinctly. For example, always say "bottle" when you bring his milk or water or juice. Say, "Look, here is mama," when his mother arrives and he sees her. He will begin to listen carefully and look interested or pleased when he hears certain words. Even before understanding them completely, he associates them with a pleasant experience.

When you and baby are doing something together, talk about what you are doing. Put all your actions into words. Say to him, "Now we are going down the steps." "Now let's look at the picture book."

When you are dressing, feeding or bathing him, tell him what you are doing to him. "Now, let's turn you on your side, Johnny." "Hold tight to my finger." "Let's rub your tummy with soap."

If an older baby makes a sound that is similar to a word don't imitate his sounds, but speak the word correctly to him. Should you act out the word for him, or show him the object it represents, you will help him to understand its meaning. It is best if you combine the word with two or three others to make a short sentence or phrase. For instance, if he says "toe" you might say, "See, see John's feet."

Even a baby under six months may enjoy looking at picture books. He does not understand what the pictures are, but he likes to look at them.

Hold him comfortably on your lap and turn the pages of a book with large, clear pictures in it. Talk to him about the pictures and what they mean. Being held, and the sound of your voice, and looking at the pictures will all add up to a pleasant experience for him.

Point to the different objects in the picture.

"See, Johnny. Here is the sun, and this is a house." Long before he can say the names himself he will be able to point to the correct picture when you say its name to him. For instance, when you say, "Johnny, show me the dog," he will point proudly to the picture of the dog.

By the time he is one-year old he may be able to turn the pages of a large book easily himself. He will also enjoy looking at old magazines or catalogues from mail order houses. Don't miss the opportunity to point out and name objects to him and then repeat his sounds and words.

Babies love to be sung to, and they won't criticize your voice. They don't care if you sound like Dionne Warwick, Joan Sutherland or the local fire siren. Nor will they care if you know the lyrics or not. You can make up the words as you go along. Sing about whatever you happen to be doing at the moment.

You can sing to Johnny not only while rocking him, but also while dressing him, feeding him, bathing him, or when the two of you are just playing. Sing anything you like–a simple song you already know or one you make up about him.

Be certain to look at him while you sing so he will know he is still the center of your interest and a part of the activity. He may try to sing with you.

If you like, you can also use records to interest him in listening, but try whenever possible to accompany recorded songs with dances or finger play and talk to him about the songs being fast or slow, loud or soft. Again, the idea is to be sure that he feels he is involved personally in the situation.

Songs can be used to introduce new games to Johnny. Hold his hands and sing, "pat-a-cake," making the motions to fit the words. After three or four times omit the motions while still singing the words. See if baby will pat-a-cake by himself. If not, do something else for a while, then try again.

Pat-a-cake, pat-a-cake, Baker's man
(Clap baby's hands together)
Bake me a cake as fast as you can.
Roll it. (roll baby's hands)
And pat. (pat baby's hands)
And mark it with a ... (baby's initial)
And put it in the oven for ... (baby's name)
and me.
(You pat his tummy and put baby's hands on his stomach in a final gesture)

Babies like to watch and play with their fingers and toes. This opens the way for still more games you can play with Johnny. Name or count his fingers and toes and other parts of his body. "Here is Johnny's mouth and here is Johnny's nose and here are two little eyes." Touch the part of the body as you say it.

Then there are all kinds of finger and toe games you can play with him that will make him laugh with delight while he is also learning. How about "Ten Little Indians," "Pat-a-cake," "This Little Piggy Went to Market," "Little Hands," "Thumbkin," or "Little Bird Sitting on a Hill." These are games that will be fun for both of you.

When baby is old enough to control and direct some of his own behavior at will, and when he can begin to understand spoken commands (for the average baby this is around nine months of age) he can, in a very primitive way, learn to follow your directions.

However, you must aid him with gestures and pantomime when you say, "Johnny wave bye-bye to mamma," wave your own hand to illustrate your meaning.

Some of the directions he can follow early are "No," "Come here," "Stop," "Give that to me," "Do pat-a-cake," and "Wave bye-bye." When saying any of these to him, be sure to illustrate your meaning. Shake your head or your finger for "no." Hold out your hand for "give it to me" and show him how to clap and wave.

Remember that it takes a lot of repetition to make an impression on his memory. Don't expect him always to get it right the first time, and don't expect him to remember today everything he was able to do yesterday.

If he has waved "bye-bye" everytime you told him to for several days, and then suddenly seems to have forgotten how, you must realize that this is a natural development. Don't try to force him, and above all, never make him feel that he has done wrong by his failure to respond. Wait a short time and then begin quietly to teach him "bye-bye" again as if it were something entirely new to him. This pattern of repeated success followed by failure may be repeated several times before the idea is firmly established in his mind.

He will understand by your voice and actions what you say to him long before he begins to speak understandably himself. If you say "Open your mouth, Johnny" while you are dressing him or bathing him, he probably will not understand you. But if you are feeding him, and hold the spoon to his mouth as you say the words again, he will understand, and do as you ask. Learning to imitate your actions will encourage him to imitate your speech.

Thinking

Baby's understanding of the world comes to him through his senses.

Have you noticed how he examines every item within his reach? Hand him a rattle and watch how he touches it, looks at it, tries to put it in his mouth. He may first shake it hard and gurgle delightedly when he hears it make a noise.

These actions are his attempts to discover everything he can about the strange object in his hand. We say we give a baby a rattle to "play with." Actually, it would be more correct to say we give it to him to "learn with."

This is why baby will eventually reject the rattle and howl with disappointment if you offer it to him again and again. He has studied it carefully, knows everything it can teach him. He is now eagerly seeking something new.

When he is chewing on a rubber doll to discover its taste, banging a cup on his tray to make sounds, or opening and closing a box to explore the relationship between the parts, he is learning something about how to learn more.

You can best help by providing him with toys that encourage handling, and exploring size, color, shape, texture, movement, position and sound.

With just a little encouragement from you he will be active, explore and continually learn.

It is not necessary to supply expensive toys. At home he would play with pots, pans, old cereal boxes and other items readily at hand. At the day care center you can easily provide similar objects to fascinate and amuse him.

He needs toys that enable him to use his sense of touch. Give him crib toys he can mouth, textures he can feel in silk, old towels, rough cotton, aluminum foil, wax paper, and fine sandpaper.

Give him a soft plastic "clutch ball" or a soft rag doll to grasp, let go of, and feel; or a clean spoon to hold, and put in his mouth. He will like to feel the shape of it in his hand and in his mouth.

Outdoors, let him feel bricks, sidewalks, grass, leaves, dog fur, or tree trunks. When he is old enough, let him lie on a blanket and roll over and over. Help him, if he needs help. He will feel his whole body as it touches the ground when rolling.

Don't rush him at bath time. He loves to play in the water. Nowhere else does he get the same feel of hard, soft, wet, dry, warm, and cold. Take a few minutes to let him play with water toys and pat and splash in the bath water.

With all the plastic containers available today, making bath toys is easy. Wash them carefully before giving them to baby, and don't use glass bottles. In order to show him color differences, you could add a few drops of food coloring to the containers filled with water. As baby plays sing or chant:

Right hand splash,
Left hand splash,
Up, down
Splash, splash all around.

Peek-a-boo games delight baby and help him to learn to observe. Seeing a face in so many ways excites him and makes him more interested in learning.

Provide him with a variety of things to look at even when he is quite small by hanging pictures or toys over his crib, on the crib bars or on a nearby wall.

If you hang a mobile over the crib or playpen he will watch it move and try to reach for it.

Create variety by putting a piece of elastic across the crib and attach different objects to it; these could include old costume jewelry, crumpled pieces of aluminum foil, colored plastic measuring spoons, bright pieces of paper cut into spirals, squares or circles.

Play games with him by moving bright objects from side to side or in a circle about 15 inches from his face. Talk about what you are doing and smile and praise him as he watches. Later when he is between three and six months play similar games holding him in your lap. Move the toys before his eyes in every direction so that he must turn his head to follow its movements. If he trys to grasp the toy, let him have it to explore.

You can both have fun with mirror games. Show him his eyes, nose and mouth, saying the names as you do so. Show him your own eyes, nose and mouth and let him compare your reflection in the mirror with your actual face.

When baby lies on his back and looks at his hands place a rattle or a small plastic toy near his hand. See if he will look at the toy and then back to his hand, and finally clutch the toy and bring it to his mouth. If not, help him reach the toy.

Show him a rattle, then move it toward him, saying "Get the rattle." He won't understand the words at this age but will begin to associate words with meaning.

Encourage him to change a toy from one hand to the other. Put his left hand on the toy he is holding with his right hand. See if he will change hands. Show him how.

Play "stop-start" games with him. Take any colorful object and move and shake it rapidly in front of him. After moving it up, down, back and forth or around about a dozen times, stop suddenly in front of baby. After a second or two of no movement, start again.

He should be surprised by the stop and interested when the action starts again. Try this with different objects and also with your hands. Move your fingers in an irregular, interesting way. Or open and close your hands quickly in front of his face.

Gently shake a rattle about a foot from baby's ear. He will probably kick or turn his head toward the sound. Do it again with his other ear.

Put in baby's hand a string attached to a rattle or a bell over his crib. Show him that if he pulls the string he makes a noise.

Hold a rattle or a set of keys about 12 inches from his face and shake gently, moving from side to side, up and down, or in a circle. Crumple paper and let him hear the sound.

Bounce him up and down as you sit and he will imitate. If you say "bouncy-bouncy" he will soon learn to bounce only when he hears the word.

Give him a plastic ball when he is on the floor. He will push it easily, then creep after it.

Attach a string to an embroidery hoop or a favorite toy. Place it out of reach but give him the end of the string and show him how to pull the string to get the toy.

Give him a plastic cup with a handle. Let him see how he can turn it upside down, then right side up again.

For a "busy-box" or "activities board" buy simple household objects such as a door knob, light switch, roller skate wheel, door bolt, cabinet latch, screen door hook and eye or others and attach to a sanded and painted board. He will spend long periods of time in front of this board opening and closing things and making them turn.

Show him some pop-beads, then pull them apart. Hold the broken pieces two or three inches from each other. He may look from one part to the other as if trying to connect them and remember how they looked before. After a while put them back together.

Remove the cover from a familiar can or jar. Hold the cover close to the jar and wait for baby to look back and forth from cover to jar. Then try holding the cover further from the jar and see if he searches for it.

While he is watching build a tower of many objects, far enough from him so he can see the whole. Then, one by one, remove the separate parts of the pile and line them up across the floor. When you have finished, rebuild it.

The best way he can learn how things look as they move is for him to move them himself and watch them change. Encourage his active playing and discovering.

Give him a crumpled piece of paper to uncrumple and recrumple so he may observe it change shape.

Roll a ball towards him. He will see it rolling and will want to roll it himself. Wind a moderately long colored ribbon around your finger. Encourage him to pull on the loose end of the ribbon. As he pulls, the shape of the ribbon changes into that of a long string.

Gross motor development

Baby can develop coordination of his muscles only by practice. He needs the freedom to move in space, to exercise those muscles repeatedly while awake.

Dress him in loose clothing, so he will be unrestricted and then let him learn to turn, push, creep and crawl. Later he will pull himself to a standing position, learn to walk and to climb.

You might play exercise games with him, such as moving his legs and arms, holding him up in sitting and standing positions, pulling him up, and tossing him gently in the air.

If you hold him in your arms and dance to music, he will enjoy the feeling of motion, rhythm and the contact with you. Hold him upright, so he can look around and see the world. Support him gently but firmly against your body.

When he lies on his back, grasp his hands and pull him gently up to a sitting position. As he gets older he will pull himself up as you hold his hands.

After he develops some control over his back muscles (at about three months) he will enjoy being propped up into a sitting position for short periods. He may, of course, be held sitting in your lap when he is younger. He will be encouraged to develop better head control by learning to turn his head in this position. Attractive toys within reach on a table surface or hanging in front of him encourages him to reach out and learn to grasp objects.

At around six months he may start to crawl, roll, scoot or in some other way learn to get from one place to another. He will work hard at this and you can see him working his knees under himself and then rocking back and forth on his knees. To help baby learn to do this, give him the opportunity to lie on a clean rug or blanket which will not slip or roll under him. He'll have some problems and may fall on his face and bump his nose, but soothe and comfort him, then let him get back to his work.

Place a favorite toy out of the baby's reach so that he must crawl to get it.

Create a safe, attractive area in which he can crawl about freely. Place toys for him to play with and pictures for him to look at, and remove all objects which he might damage or on which he might hurt himself.

Pull the baby to a standing position and let him get the feel of his weight on his feet. Don't always hold him by the hands; sometimes hold him by the waist or hips to help him use his hands to balance.

Encourage him to pull himself up to standing by the rail of his crib or the side of his playpen. He also should have the opportunity to pull himself up on furniture that is of the right height and which he will not damage. Actually, a toilet seat is about the right height for many children to pull themselves up to. It is stable and will not slip as furniture might.

Put the baby in a walker or "jump-seat" in which he can practice making his legs stiff and putting his weight on them without having to stand up by himself.

A walker is a small canvas seat suspended from a square metal framework. There are four legs extending from the framework and they end in rollers. Even a very young baby put in this soon learns that by pushing his feet against the floor he can move himself about. This activity is good exercise, strengthens the muscles in the legs, helps the baby learn to coordinate the movement of his legs, and most of all makes it possible for him to move about long before he can walk on his own. Do not overdo this, however; short periods of time in a walker are best.

When he has learned to stand firmly on his feet while holding on to something, take both his hands and squat in front of him. He will take a step forward if you pull him gently toward you. Babies vary widely in the age at which they begin to walk, and in their eagerness to be able to walk, so be careful not to force him to do something he is not ready to do. If he seems reluctant or scared, stop and try again another time. If he does it well, try letting go of one hand, but help him maintain his balance with your other hand.

Next increase the distance between you and the child very gradually, inches at a time. Always be available to comfort the child if he falls and hurts himself, or to praise him when he succeeds.

Walk with him while holding both his hands as you move backwards. When he is willing, walk with him.

Babies under one-year old respond to music and show an interest in rhythm. As soon as they are old enough to hold on to something and/or coordinate the movements of their arms, they will try to move in a close approximation of the rhythm of the music. Soon after they learn to walk, they will be interested in moving their bodies or "dancing" or marching to the music. This should all be encouraged.

Fine motor development

Hold a bright object or toy eight to ten inches from the baby's eyes as he lies on his back in his crib. Hold it steady until he sees it, then move it slowly as long as he follows it with his eyes. As he grows older, he will turn his head to follow it for a longer time.

Use crib toys and cradle gyms attached to the side of the crib (and hanging **inside** the crib) to attract baby's attention to objects and to give him plenty of practice reaching and grasping. You can make a cradle gym by tying a length of heavy gauge elastic across the crib and attaching short lengths of thinner elastic to it. Then tie on two or three small objects, such as an empty spool of thread, a smooth plastic spoon, large bell, plastic bracelet, a rattle, or other toys too large for him to swallow. Be sure to tie all toys securely so the baby will not be able to pull them off. Even before he is able to coordinate his movements to the point that he can grasp the objects, he will find that by hitting the gym with his arms the toys will bounce. Change the objects on the cradle gym frequently, and change slightly their position on the crib.

Give the very young baby a small toy such as a rattle to hold by placing it in his hand. He will probably hold it for several seconds and wave it in play, and/or bring it to his mouth to taste, even if he does not look at it. An older infant may explore carefully any object placed in his hands. He will inspect a toy carefully by turning it over in several directions while looking at it. He will poke with his fingers as he explores the details of the toy.

To help him learn to use his hands, put a small safe toy that is easy for him to grasp (such as a telephone-shaped rattle) into one hand a few times each day during his second and third months. Vary the toys and objects to provide a variety of textures, shapes, materials and associated sounds. As his skill in grasping such toys increases place the toy near his hand so that he begins to reach out to grasp the object on his own initiative.

Squeeze toys can be made from pieces of worn fabric or oil cloth which can be sewed together and stuffed with old nylon stockings. Babies prefer vivid colors. A doughnut shape is easier for small hands to pick up than a solid one. Squeeze toys which make a noise can be purchased at the dime store, but be certain that the noise maker will not pop out. Check all such toys for small moving parts that the baby could accidentially break off with his mouth and swallow.

In the bath, let him play with his washcloth or sponge. He will squeeze it, and may suck it too.

When at the table give the baby a small piece of cracker or cereal by placing it before him. At first he will be able to put his hand on it but not be able to pick it up. You can help him by putting his thumb and forefinger on it, with your fingers on top of his. Gradually he will learn to pick it up by himself, first by scooping it up with his whole hand, then by using only his fingers.

Let him finger-feed himself. He will be able to do a pretty good job when he can use his fingers well to pick things up. However, he will be messy. Be sure both you and he have on bibs or aprons, and that he eats in a place which can be cleaned easily.

As a first step to teaching him to feed himself, give him an empty spoon to play with while you feed him. Then help him fill his spoon and put it to his mouth by himself. At first, he will lose a lot on the way to his mouth but he will improve with practice.

To teach him to drink from a cup, always use unbreakable (plastic or metal) cups which are small enough for him to grasp with both hands. First give him an empty cup with which he can play while you are feeding him from a cup. Then put a few drops of something he enjoys (such as juice) in the cup and let him try to drink from it. Training cups are available which have spouts with small holes. Another variety has a series of small holes at the rim of the lid so that it feels more like drinking from a regular cup. Lids also vary in that the kind with the spout is usually solid so that the child cannot see the liquid while the second kind with holes near the rim is transparent so that he can see. There is bound to be a lot of spilling, so give him a little bit at a time. He will often throw the cup, so make certain the lids are on tight.

Self awareness

Let baby feel the different sensations of his body by blowing on the back of his neck or on his stomach, tossing him in the air, tickling the soles of his feet or playing with his fingers.

In strange or unsettling circumstances, familiar things may be comforting to baby for they are his link with home. This comfort toy may be a cherished teddy bear or an old blanket. It is often the objects he sleeps with. He should not be expected to share this toy with other children. He should never be teased or reprimanded about his need for his comfort toy. It fulfills an important function in his early young life by helping him to master stressful situations, long before he can verbalize his feelings.

To encourage self identification, play such games as, "Where's Johnny" or "What's your name?" Answering back with his name will quickly teach it to him. As he gets older he will learn other people's names, and that they are separate from himself.

Teach him to identify the parts of his body by the name game. Name your nose, your eyes and so forth. Make him point to each part as you name it. You can carry the game one step further by holding a mirror in front of baby and taking his finger and touching each part of the face and naming them out loud.

Wave and talk to him using the mirror. The experience of looking into the mirror is absorbing for babies. Put an unbreakable one in his crib so he can use it when he is alone. Give him a cracker to eat while he is looking at himself. He will see his mouth, tongue, teeth and how he chews.

Use the baby's name often when you talk to him and use the same name at all times. Always call him what he is called at home.

Always respect what he does. Respect for a child must begin early. Respect him for trying to pull to sitting even though he falls over; for trying to walk even though he falls every time he takes a step; for being eager to learn about the world even though he messes things up doing it and for desiring to grow at all times even though he may try too hard and overreach his present abilities.

Social responsiveness and mastery

When you hold the baby, look directly at him. Eye-to-eye contact helps him to focus for longer periods of time, and is part of his early social response. Smile at him, with your face close to his. Encourage him to smile at you by tickling his stomach gently, and talk to him when he responds.

He will often watch your facial expressions. Show him different expressions such as smiling, frowning, opening your eyes wide, opening your mouth or smacking your lips. When he is several months old he will try to imitate some of your expressions. Get him to imitate you as you nod your head slowly.

Call him by his name everytime you approach him and when you talk to or about him.

Touch him gently and warmly. Allow him to touch you, to feel your face.

Hold your head very close to his.

Play peek-a-boo (do not hide your face for long because he will lose interest quickly) using a diaper, a thin piece of paper (tissue paper) or a clear plastic bib as a screen.

Wait until he is banging his fist or cup on his table. Take the cup from him and imitate his rhythmic banging. Return the cup to him, and he will do it again. Keep playing this game, imitating his other movements and encouraging him to imitate you.

Wave bye-bye and see if he will do the same. If he does not, wave his hand for him. He will gradually learn the motion.

Pat your hands together. See if he will "pat-a-cake." You would pat his hands together while you say the words.

An infant loves to watch other people. Let him watch you do your routine chores around the center. Talk to him while you work.

Allow a child to warm up to a stranger or a strange situation before he acts "himself." Never force him to go to someone he is afraid of. Reassure him with your presence until he feels comfortable.

An important emotional development in his life is his sense of power and joy at being able to influence and control the people and things around him. He needs many chances to push, pull, move and ring the mobiles, crib toys, bells and other things around him. He needs to be shown that you will respond to his needs if he cries, frets, or shows you he is uncomfortable or unhappy.

Hold and cuddle him while you feed him, rather than propping his bottle for him in his crib. Baby, mother and caregiver will be happier if a regular feeding schedule can be worked out for him. Feeding should be a time for pleasurable relaxation and communication for both the infant and the caregiver. Hold him comfortably and allow him to take his time eating and sucking. He needs contact, warmth and the softness of the human body during this time. Talk or sing to him as he eats. Allow his hands to be free so he may touch the bottle, spoon, food or caregiver if he wishes.

When he learns to crawl, give him the freedom to explore his environment. Be sure the area in which he crawls has been "baby-proofed" for his safety and so nothing will be damaged.

II. ONE YEAR TO TWO YEARS

Language

Ask the child to do small, simple tasks. For example, ask him to bring you his shoes, put the ball in the toy box or show you his hair. Praise him when he does what you ask him to do. Don't let him become discouraged or feel he's been a failure. If it seems that you are asking too much, stop. Try again on another day.

Praise him and talk to him while you do things with him. Put his actions into words for him, emphasizing the important words. For example: "**Look** at what **Johnny's** made. He's made a **tower** of **red blocks**."

Use words to label different qualities of objects (hard, soft, fuzzy, smooth, prickly) and shapes of objects (round, square, tall, short).

Talk to him about relationship ideas, using toys to demonstrate the meanings of new ideas (such as in, on, under, hot, cold, wet, dry, different colors).

When you give him several items such as cookies, shoes, pieces of candy, count them aloud and encourage him to say the numbers after you. Don't expect him actually to start to count, but he may add "number words" to his vocabulary.

Other counting activities are:

Counting the child's fingers or toes.

Learning "How old are you?"

Counting blocks as you and the child stack them in a tower.

Counting songs such as "Ten Little Indians."

Counting objects in pictures.

A child can learn new words when he sees pictures of objects and is told their names. He can also learn the use of the object through pictures. When he sees a picture of a cup, for example, you can pretend to drink from the cup. Encourage him to imitate you. After showing him several times, ask him "Show me what you do with this?" When you see a picture of a cup say "Show me what you do with it."

If he has a hard time naming pictures in books give him an object which is shown in a picture, such as a spoon, comb, toothbrush, or soap. Then say "Put the (spoon) with the picture of the (spoon)." Pictures of fruit are particularly good, since he can touch, taste and smell the thing he is asked to match with a picture.

Glue pictures of objects onto large envelopes. Give the child an object, name it, and ask him to put it in the bag that has on it a picture of that object.

Young children learn new words most quickly when meanings can be demonstrated to them. The words listed below can all be part of a one- or two-year old's vocabulary. With the words are some suggestions for how their meanings can be demonstrated to the child. Use this list as a beginning, then choose more words on your own and make up ways to illustrate to the child what they mean.

Hot: hot water, your coffee, heated milk, cocoa.

Cold: juice, milk, snow, ice, yourself on a cold day.

Slow, fast: body movement, rhythm instruments, playing with cars.

Stop, go: same as slow, fast.

Over, under: paper dolls, boxes, body parts, pictures, toys, table and chairs.

Full, empty: a cup full of juice before drinking and empty after drinking, cookie box.

Large, small, big, little: boxes, dolls, cars, butterflies, triangles, people (you and child).

Open, shut, or close: boxes, covers, pictures of objects opened or closed, doors.

Boy, girl: brother, sister, pictures of children, children in the group.

Round, square: geometric cut-outs, painting, pictures, objects in room.

Down up: body movement, Ring-around-the rosy, location of toys: "The toy is **down** on the floor;" "The toy is **up** on the shelf."

Quiet, loud: inside voices, outside voices, TV, rhythm instrument.

Ask him to point to various parts of his body (such as his nose, ear, hand, leg, foot, etc.). This activity can be varied in many ways. Each child will have his own favorite way of playing it.

Then ask him to point to different parts of **your** body.

Play the game with two children together. Ask each one to point to the different parts of the other's body. You could also open a magazine or book and find pictures of people then ask the child to point to the different parts of the body. Point to the part of the body yourself and ask him "What is this?"

Play the "Please and Thank You" game. Give him a small toy and then say, "Please," as you put out your hand to show him you want it. When he gives it to you say, "Thank you." Do it again; he will think this fun, and will later learn to use these words.

Use the words, "after", and "before" so he will learn about the past, present, and future. "After you drink your milk you may have the cookie." "Before we go for a walk, you must take a nap." "Now we can go out."

When he asks for something and you are busy you can say, "just a minute," or "in a moment." He will begin to learn time words, and to wait. Also mention times to him. "Time to eat," "Time to take your bath," "Time to take your nap."

Encourage him to speak on his own by asking him to name familiar objects such as his bottle, crib, cup or shoe and to ask for his toys.

Let him make decisions in matters which concern him. Does he want to go for a walk or stay inside, which toy would he like to play with and so on.

A homemade walkie-talkie is a good way to encourage him to speak and to listen. To make this is very simple. Remove the tops from the tin cans (10-15 oz. size), and wash them thoroughly. Punch a hole in the bottom of each can, making sure that the jagged edge of the hole is in the inside of the can. Insert one end of a one or two yard piece of string into the hole at the bottom of one of the cans (outside to inside), knot the string, and pull to make sure it is fastened securely. Repeat the same procedure with the second can using the other end of the string. You and baby can speak and listen to each other through the cans. When he speaks into his can, you hold yours to your ear and listen. Show him how the walkie-talkie works by holding his can to his ear and talking into yours. Ask him questions and urge him to answer you by using his end of the walkie-talkie.

As you look through picture books, magazines, or catalogues with baby, ask him, "Where is the —?" (use names of familiar objects). The child will be able to point to many pictures that he is not yet able to name. When he points to the correct picture, say "Good," "That's right," or "Yes, that's a dog." Make him feel good and successful at these little accomplishments. You can also point out the names of objects that are not as familiar because this is the way he learns about them. If possible, call attention to the names of objects on outings and then, on returning to the center, strengthen the experience by looking at the same things in books.

As you read stories with him, ask him simple questions about the story, such as "What is the dog's name?" "What did the boy do?"

Sometimes a catchy tune will help a shy child to sing and move rhythmically with the music. A song like "The Cuckoo Clock" is good because it is catchy and the words are simple. This song is found on **Learning As We Play**, Folkways Records. This record is also excellent as an accompaniment to "noise-making" or "music-making" with homemade musical instruments such as bells, sticks, drums, objects that shake or rattle. Another record that is good for this type of activity is **Circus Rhymes for Children** by Frank Luther ([illegible]).

Play singing games with small groups of children. Examples of games children enjoy are:

Play "Jack-in-the-box". Say,

Jack is down, (child crouches down)
In his box
Up, up he comes. (child jumps up)

Play this like a game while saying the words.

Do finger-play with the child. Play the game, "This-is-the-way," and act it out as you sing.

This is the way the baby does,
Clap . . . clap . . . clap . . . clap;
This is the way the baby does,
Peek-a-boo, I see you;
This is the way the baby does,
Creep . . . creep . . . creep . . . creep;
This is the way the baby does,
Sleep . . . sleep . . . sleep . . . sleep.

Play the game, "I wiggle."

I wiggle my fingers,
I wiggle my toes;
I wiggle my shoulders,
I wiggle my nose;
Now no more wiggles
Are left in me;
So I will be still,
As still as I can be.

"Ring-around-the-rosy": (Hold child's hands and walk in circle. On "Down" fall to floor.)

Ring-around-the-rosy
A pocket full of posies
Ashes, ashes
We all fall down.

Sailing Boat song: you hold child's hands and walk slowly in circle. On "Go so fast" either run in circle or swing child by arm.

Sailing Boat, Sailing Boat,
    Go so slow
Sailing Boat, Sailing Boat,
    Go so fast.

While listening to different types of music the child learns to respond in body language and rhythm as well as with a wide range of words. Some children are soothed by music while others are stimulated to dance, bounce and gurgle in tune. They will often burst out into spontaneous singing.

Thinking

Now is the time to teach baby the concepts of "one" and "many." For example: "Here's one block, and here are lots of blocks."

He will enjoy activities that involve size concepts. For example: Big, little, and middle sized objects are pointed out to the child when he has a large and a small cookie, various size books or other objects.

Two different sized round objects are placed on the table and he is told, "Give me the big one," Give me the little one."

Help him form the idea of more or less by placing things (bits of cereal, blocks) in piles and having him point out which pile has "more." A similar idea is that of "oneness."

Have him play "one for you, one for me" or place an object (penny) in each of five cups, then place the second in each, etc. These activities are more interesting if you make up a story to go along with them such as, "Give mother two pennies in her box, give brother two pennies in his box, give baby two pennies in your box."

Teach him size relationships by showing him how to put smaller boxes and cans inside larger ones in proper sequence. A smaller can, for instance, would have to be removed if a larger one had not been placed first.

Matching: two colored chips (red-blue, red-yellow, or blue-yellow) are placed on the table. Give him one of the two colors and say "Put this one with the one just like it." When he is successful with two colors, give him three colors from which to choose.

Identifying: Place two colors and later three colors on the table. Tell him, "Give me the red one," or "Give me the yellow one." Name the colors of the objects in the room, the child's clothes, etc. Encourage him to call things by their color.

Grouping: Put two or three different pictures on the table and ask him to find a picture the same as the one in your hand.

Pipe cleaners, clay, and aluminum foil are all good materials to show him that new forms can be made from old. Begin by making a bracelet or necklace out of a pipe cleaner and then undoing it to make another shape like the letter "T." Clay can be used to construct faces, animal forms, or familiar objects.

A game that will intrigue him at this age is to blow up a balloon and while he is looking at it, gradually let the air out until it gets smaller and smaller and smaller. Repeat this several times. After he becomes bored, blow up the balloon and rather than let the air out gradually, let the balloon go suddenly and watch it fly across the room.

Another good game involves harmless vegetable dye and water. Pour one or two drops of the dye into the water and let him see the change in the color.

Slowly build a tower of blocks, calling his attention to the tower as you build it. Then pick up a doll, and knock the tower down, making an excited noise as you do so. Repeat this procedure five or six times, then build a tower, bring the doll close to the tower, but leave the tower standing.

Take a large picture from a magazine, show it to baby, then slowly tear it in half, and and that in half again, until you end up with 10 or 20 pieces of paper from the original. Put all the pieces back together again and show baby you have made a whole picture again. This can be tried with clay, with cardboard or with paper.

Take a wooden spoon or wooden mallet and hit different glass bottles or [illegible] in front of the child so that they make distinctively different noises. Play a melody five or six times and then shift the melody. The number of variations is enormous, and of course, he will be interested in making his own melodies.

Cut doors on the sides of the top of a cardboard box. Large boxes can be used as houses, tunnels or doors. If you use a combination of boxes, chairs, small tables, or other objects he can learn to crawl over, through, around, under as you talk to him about what he is doing.

Circles, squares and triangles cut out of cardboard can be used for matching. While both of you are sitting on the floor facing each other, shake a small toy until his eyes are on it. Move it along the floor slowly, until you push it behind your own back. Encourage him to crawl around you to find it. Put a briefcase or large pillow between you and the child. Move the toy slowly along the floor until it is behind the briefcase or pillow on your side so he can't see it. Encourage him to crawl around it to find the toy. Then move it behind him. Encourage him to turn his body around to see the toy.

Hold him upside down for a moment so that he sees the world in this way. Hold him firmly around the middle, facing away from you. Whirl around gently.

He will learn concepts through "doing." As he learns to dress himself, talk to him about what he is doing. For instance, after his first birthday, he may become interested in pulling off his own socks and can learn the concept of "pulling." He may also like to pull off his own hat at this time. Later, if given help in getting his legs into underpants, he may be able to pull them up. Then, given a little help with the heel, he may be able to pull on his own socks.

Give him doughnut-shaped stacking toys. He will poke his finger through the hole and learn that there is an inside and an outside.

Give him a cup and a spoon. If he does not think of putting the spoon into the cup, show him how to do it. At first he might miss the cup. This is not easy for him because letting go of an object in a small space takes practice. At first he may just drop the spoon; only later will he be able to actually put the spoon into the cup.

Around the age of 15 months, he will begin to discover how to put one thing inside of another. He really is not ready yet for square nesting toys, but a variety of round empty metal cans will amuse him. Start with small frozen orange juice cans (be sure there are no sharp edges from the can opener) and add other soup and vegetable cans of different sizes. When he is ready for nesting square boxes you can make a set out of different sizes of plastic milk cartons.

Felt board: Paste a colorful piece of felt (you can buy this in a five-and-ten-cent-store) on a piece of heavy cardboard. Cut shapes out of scraps of felt such as from old hats, flannel, or sweaters. If you are artistic you can make animal or people shapes. If you cannot draw, trace them. [illegible] Show baby how to put the shapes on the felt so that they will stick. This is fine unsupervised play and enables his mom to clean up.

He will learn about shape and size not only because every day he will see things that are big and little, square and round, short and tall, but because he will hear people talking about size and shape. Thus, no matter where you are with him or what you are doing, you should talk about the shape and size of things around you. You can compare two objects, or [illegible]. You can also let him experiment with shape and size. Let him cut small things in bigger things. Let him try to put round blocks in square holes and find that this will not work. Let him feel the edges of round objects and square ones so he can learn to know the feel of various shapes even with his eyes closed. Let him trace shapes with his fingers. Make shapes in sand paper or other textured materials for him. Peg boards, form boards and large simple puzzles can provide him with lessons in different shapes and sizes.

Children love to rip and tear. Keep a stack of old magazines and newspapers on hand for this work. Show baby how to tear; then show him how to poke holes with the handle end of a wooden spoon. He'll have a great time making a snowstorm of newspaper all around him. Afterwards it can be scooped up in a matter of seconds. Tearing and poking are always good ways for a child to learn to use the small muscles of his hands; also it provides a safe outlet for aggressive feelings.

A hole puncher is a tool that fascinates a child. Just let him punch away at a newspaper. If he uses white wax paper, save the little punched out disks. They can be put in a jar filled with water, and if you put the lid on tightly he can shake the jar and make a snowstorm.

Place light blocks in a pile in front of him. Build a tower with two or three of the blocks. Ask him to do the same. If he doesn't do it, hand him a block and tell him to put it on top of another, demonstrating as you talk to him. This activity will help him to understand that objects can be combined to make other objects.

Put small toys into a larger container and take them out. Show him how and he will do it over and over again.

Show him a puzzle and talk about it while it is still in one piece, and then allow him to dump the pieces out of the box. Show him the side with the colors on it, and the rough side and how the pieces fit together. Then you can allow him to try to fit the pieces with, of course, you lending a helping hand. At this age use only simple two- or three-piece puzzles.

A toddler loves to pull things out of drawers, cabinets and big boxes. Give him a box full of old letters and papers; it will keep him busy for a long time pulling the stuff out. A drawer filled with old pots and pans, pie plates, covers, empty cans, percolator, teaspoons or wooden spoons, will fascinate him. Line up old fashioned clothespins along the edge of a loaf pan. After you set them up, show him how to pull these off and drop them into the pan. It's more fun if you line them up again when he has pulled them all off.

Three or four poker chips can be placed to form a design; the child can copy the pattern.

Marching either by listening to music or while making rhythms with pan lids, oatmeal box drums or sticks will delight the child. You will be able to think of all kinds of toys which can be used for marching games.

Let him play in sand, sawdust or clean soil. He can learn to use toy trucks, spoons and wooden blocks. This is a place where he can use his own imagination.

He will also enjoy playing in water. Not only will he like taking a bath or visiting the beach, but he will love to play in the sink or in a bowl of water. It can be creative and rewarding play for him and the mess can be controlled by supervision. Put a generous supply of newspapers down on the floor. When he is very young, he will love simply to splash and to put things in the water (a boat can be made out of a plastic milk carton).

Playing with toys such as patting the doggie, pushing a toy car around and putting a doll baby into bed provides an outlet for a child's feelings, stimulates the learning of language and permits him to experiment with different activities that will develop his imagination.

Gross motor development

A toddler likes to pull practically anything attached to the end of a string or a rope. Choose something that doesn't weigh much so it won't bang the furniture. If it produces sound as it is pulled this will delight him. Some good pull toys are:

An old metal measuring cup, old bracelets (wooden, heavy plastic or metal), empty spools (thread, typewriter or films), toilet paper or towel tubes, pine cones, old stuffed animals, ice cream cylinder cartons, small boxes, hair rollers, wooden spoons and metal jar caps.

You can put two or three of these on the same string. Be sure to knot each object a few inches apart. To make a train, attach several ice-cream cartons or small boxes. To make a centipede, alternate metal jar caps and empty spools. Rollers strung end-to-end make a marvelous worm. Run a string through round ice-cream cartons from the lid to the bottom and secure it with a knot so it can be pulled around. Empty shoe boxes strung together with strong string make cars, trains and boats, which can be pulled either empty or full.

Let baby walk up and down stairs, jump off stairs and jump over objects. Help by holding one or both of his hands when he first tries each of these activities. Later he may still need you near to give him self-confidence.

Show him how to climb through a small loop, under a board, under a table or between two chairs to see how much space he himself takes up. Vary the amount of space he has to move about in by lowering and raising the board or using different table heights.

Give him large balls (beach balls for example) to kick, and small balls (such as tennis balls) to throw and catch.

Using a plastic or wooden hammer with a pounding bench develops arm and shoulder muscles plus hand-eye coordination. At first, he will pound with his whole arm. Later, he will begin to use his wrist. It is important that the pegs are loose enough in their holes in the board so that he will be able to hammer them through.

A toddler enjoys playing with dirt, sand and water. An old tire makes a good sandbox. A pile of sand or loose dirt will keep him occupied for hours. Give him a stick or spoon to dig with and a pan or small bucket of water. An old strainer is good for sifting.

Dress him in old clothes; then he can stir, dip and splatter and neither he nor you will worry about his getting dirty.

A long piece of cardboard on a slope on a lawn makes a wonderful slide on which a child may learn to slide on his back and his stomach, either head or feet first.

In the winter, a box makes a good sled. In the fall, rake large piles of leaves together for children to play in.

Children enjoy walking on different kinds of surfaces. Let baby walk on grass, soft ground, sand, sidewalk and wooden boards or ramps.

Even one-year olds enjoy **gentle** swinging on a swing set. A good way to be sure the child is safe is for you to hold him on your lap as you sit in the swing.

Fine motor activities

Encourage the baby to reach for small objects such as raisins or other bits of food. Give the child objects of various sizes, shapes, and textures for him to grasp, feel and explore.

Grocery bags, pieces of cardboard, or wrapping paper make good surfaces on which he can draw with large crayons. Remember that making the picture is much more important to him than is the finished product, so don't tell him how it should look. Let him do it his way.

A one-year old may enjoy sitting down and rolling a ball back and forth with you.

Between a year and 18 months of age, baby may begin to put blocks one on top of another to make towers. Later he will be able to build a variety of structures out of different size blocks. In general this is a rewarding activity for a child, because it gives him an opportunity to create something out of his own efforts.

At this age he may enjoy playing with pop beads. Let him play with string, whole, until he discovers how to pull it apart. When it is apart, pop beads make good toys to put in containers and then dump out. Putting the beads together is much harder; he may not master this skill as quickly as he will that of pulling them apart. Be sure that he is old enough to understand **not** to put the pop beads in his mouth. If there is any danger of his swallowing the beads do not use them.

To strengthen his fingers, give him squeeze toys to play with.

Give him several cans or boxes of different sizes. He will have fun nesting or building with them.

Self awareness

Use baby's name often when you talk to him. Use the same name at all times, and be sure it is the name used at home.

Ask him to point out a doll's eyes, nose, mouth, or to show facial features in a picture, and then show him his own features in a mirror. Talk to him about the color of his eyes, hair, and skin. Talk about the clothes he is wearing.

Acting in front of a mirror is fun for most one-year olds. Putting on hats or other bits of costume will help him to be free in his actions.

The environment in the day care center should be designed so that it is easy for the young child to take care of his own needs: to eat, to get a drink, feed himself. He should have his own coat hook and cubby hole with his name on it for his personal possessions. This will not only give him a sense of privacy but will help him to learn who he is and that he is a separate and important person. Mirrors in the playroom and bathroom will contribute to his self-identity. He will enjoy pointing out parts of his body for you as he sees himself in the mirror.

In an effort to be independent, he may begin trying to dress himself. This must be a gradual process and he should be encouraged. Give him as much time as he needs. Do not expect him to do too much. During this time he will become interested in pulling off his socks. While he cannot always manage the heel, you can start the sock over the heel and let him pull it off the rest of the way. (The child learns how to do this task backwards first.) He can also take off his hat. Later he will hold out the right arm or leg as he is dressed.

He becomes more adept at feeding himself during this year. All of his efforts should be encouraged. Sit and talk to him about what he's eating so that eventually he finds eating a social time. At times it will be difficult for him to sit down to eat because the world is so interesting. Let him stand and eat and then be off about his business—playing.

At the beginning of a day, sometimes he will need help getting started, even if he's playing with something familiar that he can do by himself. Sit down beside him or join him on the floor and show interest in the material. Your own enthusiasm will do a lot to interest him. Before stopping play, give a five or ten minute warning so he can finish what he is doing. If he's really involved and doesn't want to stop, be firm but talk about what he can do the next time he plays with these materials.

If he is to sleep or eat at the center, he should have a cot or a mat and a bib of his own, marked in the same way as his cubby.

You might ask each mother to bring a complete extra change of clothes to leave at the center for her child. These clothes should be familiar to the child, marked with his name and he should know where they are stored. If an accident occurs, and he needs to change his clothes during the day, he will be more comfortable knowing the clothes he changes into are his own.

Respect any and all promises made to the child.

Help him or her feel good about his or her sex.

Celebrate the child's birthday. Make him feel that this is "his" day.

Social responsiveness and mastery

Children are fascinated with adult activities. When they begin to imitate these activities, they acquire new skills and an increased sense of competence. Thus this imitation should be encouraged. Ask them to bring things to you, put napkins on the table or empty ashtrays.

Let a child play on the floor near you while you prepare meals in the kitchen, or carry out any other "family-type" activity. Involve baby in the daily life of the center.

He may love to go for trips, rides, walks, and pulls in a wagon. During the outings talk about what you see together, allow him to talk with other people you may pass. If he wants to carry a favorite teddy or comfort toy on the outings let him.

He will like playing with dolls, holding them in his arms, rocking them to sleep, and giving them a bottle. Covering the doll with a blanket to keep warm or wiping the doll's nose with a kleenex or a handkerchief helps him learn to do the same things you are doing for him.

Hold a block in each hand and hit them together. Let baby practice what you are doing at the same time.

Put some blocks in a container and shake it to make noise. Give it to him to try. Show him how to play pat-a-cake with a doll's hand. Play peek-a-boo by ducking out of sight. Show him how to duck out of sight. Give him a toy phone and dial a number. Show him how to dial. Make smacking noises with your lips and then kiss him on the cheek. Put your cheek against his mouth and encourage him to kiss you.

Play, "This Little Piggy Went to Market." Let him have a turn to point to your toes. Say, "Whee, whee, whee."

Make a coughing sound. Help him to make a fake cough. Breathe hard and make panting sounds. See if he will imitate sounds like, "br,br" "oh,oh" "ghrrr." Put your hand over your mouth and say, "Wah,wah,wah," Indian style. Now put your finger to your lips and say "Shhh."

Show him a flower and put your nose on it and sniff. Pretend to drink from a toy cup; give him the cup.

III. TWO YEARS TO THREE YEARS

Language

Give the child directions to follow: "Close the door," or "Get my shoe." Be sure to make this a game and **fun** for the child.

To teach him about pictures and words, cut pictures of ordinary things from magazines. Show him the real object and its picture and tell him to put them together. The picture you choose should be very plain and as much like the object as possible. Look for pictures of spoon, cup, toothbrush, soap, foods. Sometimes the box or wrapper in which a product is bought has a picture you can use. It is best to put the picture in a box or small pan or attach it to a paper bag because the child will more easily understand what you want him to do if he is asked to put the object **into** something. Tell him, "Put the soap into its box (or a bag)." You can then let him pretend to wash his hands with the soap. If these games seem too difficult or if he does not seem to like them, stop and try again in a few weeks. Do not push him if he indicates he is not ready.

Ask him to point to parts of the body: head, nose, eyes, hair, mouth, neck, knees, arms, feet, toes, fingers, nails, belly button. He will be able to point to more than he will be able to name.

During his bath, tell him, "Wash your hand", "Wash your other hand", (knee, other knee). Keep it fun. He will enjoy washing himself and learn the names for the different parts of his body at the same time.

Give him simple words to describe what happens to things. For example, if he sees the dog run, say, "dog run." When the dog has gone away, say, "dog all gone." He will learn to say these. He probably already knows "all gone" from eating his meals.

Show him that you have words for all his actions and for your own actions. "Johnny is throwing the ball." "I'm making lunch." "Jim is hammering nails."

When he points to something, as if asking what it is, give him the word he is looking for. Encourage him to repeat it after you.

Show him that talking is used for expressing moods and feelings. You can do this by using different tones of voice and changing the loudness and softness of your voice. This will come naturally in your day-to-day life with the child.

Help him put his own feelings into words. If he wants to throw something because he is angry, stop him from throwing it by saying, "I know you are angry with me, but I can't let you throw that at me. Tell me that you are angry."

When eating he will understand "more" and "no more", and will probably learn to say them soon.

He can begin to learn different words for people. At first he said "mamma" when he saw any lady, or "daddy" for any man; you can now teach him, "lady," "man," "boy," and "girl."

Once he starts to talk, he may not always remember a word that he knew the day before. Just tell it to him if he points and he will then say it.

Ask him to show you how to use certain objects shown in pictures. For example, show him a cup and say, "Show me (or tell me) what you do with this?" If he cannot show you, show him yourself.

Give him a toy telephone to use for pretend conversations.

Teach him the names of unusual objects, or those he does not often see in the home or center. For example, tools such as screwdrivers, hammers, and saws are interesting to a child. Demonstrate how they are used.

Play the game "This is the way we wash our clothes," "eat our lunch," "throw our ball," etc. He can do the action, and will soon learn to say or sing some of the words while you sing and do the actions.

When you read to a child encourage him to interrupt you and talk about whatever he likes. The stories and pictures may remind him of himself or playmates or the dog that scared him or something else that happened in his day. He may want to talk it over with you. Often a book will free a child to talk about some things that are bothering him that he doesn't quite dare bring up directly. It's easier for him to say, "You know Curious George is scared" than it is for him to say "I am scared." This leaves you a good opening to say, "Are you scared? I get scared too sometimes. What are you frightened about?" Many small worries and wild and wooley fantasies that upset small children are often laid to rest this way.

He may become fascinated by one particular book or record and want to hear it over and over again. On some days he may listen as long as patience holds out. (Be careful not to change a word or skip a line. He will catch you if you do). On other days he may not be interested at all.

Every time it is possible, help him count items ranging in number from one to ten. Count his cookies, shoes, blocks and toys. Help him learn his age. He will probably not yet learn to count, but may begin to develop a "number sense".

Use pronouns such as "I", "me", "you", "they", "we", when talking to the child. Encourage him to use these words, too. He may confuse them at first; with practice he may get them right.

Cut action pictures from magazines and coloring books such as a child throwing a ball, washing, gardening, ironing and say, "What is the boy doing?" If he does not know, tell him and ask him again. He will learn the meaning of actions and start to learn to tell a story about a picture. Choose pictures which show action with which he is already familiar.

Help him to talk in complete sentences by elaborating on what he has said. When he points to a doll and says, "pretty", you reply "Yes, that is a pretty doll. She has pretty red shoes on."

Teach him to plan with words as he solves a problem. For example, when he is putting together a puzzle, you say and then have him say with you, "We start at the head; turn it around slowly until the piece will fit; then put it in", and so forth. After he learns to say it aloud, tell him to whisper it. And, still later, tell him to say it to himself.

Use a tape recorder to allow him to hear his own voice.

When he asks many "why" questions, ask him what he thinks before you give him the answer. Then you can discuss his ideas with him. Ask him to make decisions about what he would like to do. Encourage him to express his likes and dislikes.

Use verb tenses correctly yourself and do not correct the child if he makes mistakes. If he says, "I eated that yesterday", you can say, "Yes, I ate that yesterday also." Actually, in making that mistake, he certainly shows that he is learning about the rules of our language–we say, "heat-heated", "need-needed".

Teach him to be considerate and to give other people a chance to speak. Many children need a great deal of attention and get it by talking constantly. Respect him by giving him a turn to speak when adults talk, but do not allow him to monopolize the conversation. Adults themselves set a poor example when they chatter constantly and do not allow the child to speak. Mutual respect goes a long way in teaching many of the good things we want children to learn.

In introducing a young child to music, have him sit next to you or on your lap. This will help to convey the rhythm of music more effectively. Clapping his hands together or banging on a drum or floor gives him a sense of rhythm and movement. Or, if he prefers, he can do simple body movement such as stamping his feet, marching, jumping, or swaying back and forth to music.

He may want to listen to the sound of music without doing anything else. He should be encouraged, but not forced, to do more. When he is ready, he will want to march around and demonstrate more actions. The next step and the most difficult is for him to be able to play rhythm instruments such as drums, sticks or bell bracelets in time to music. This takes a lot of concentration and may come slowly.

Thinking

Size activities: Give the child three nested boxes to place one into the other. Start with boxes quite different in size so that there is a lot of space between boxes and they are easier to place. After he can put three together, give him four and then five boxes.

Turn the boxes upside down and encourage him to build a tower starting with the largest on the bottom and the smallest on top. Show him how to put one penny in a little box, two pennies in a middle size box, and three pennies in a big box.

Color activities: Put a red sock on his foot. Show him a red and a yellow sock and say, "Which one goes with the one on your foot?" He will learn to match colors. Do the same with red and blue, blue and yellow. As he selects the color, say "Yes, red," or the other color name.

Put a red cardboard (2" x 2") and a blue cardboard on the table (use bright colors). Give him a red one in his hand and say, "Put this with the one just like it." If he does not do it, show him that it goes with the red one, and say, "Red". Ask him to hand you first one, then the other. Do the same with red and yellow and with yellow and blue. Make these activities into games, to hold his interest. Encourage him to name colors of other things found in the center (red dress, blue book).

Form Activities: Make or buy a form board with just three holes cut out—a circle, a square, and a triangle. There are some on the market with many pieces and many colors. Do not try to use these at first because they are too complicated, and the colors can give the child help in matching so that he does not learn about the shape. Place the circle, square and triangle in front of him and encourage him to put them in the right holes. He may be able to place only the circle at first. Show him how to do the others, but do not work at it too long if he cannot see where they go. Encourage him to play with the shapes and explore the board.

A form box is a box with a lid in which holes in the shape of various forms have been cut. A form box that is simple and easy to use is most recommended. Some of those available in stores have holes in the shape of cylinders, cubes, squares, triangles, and arches. Children enjoy matching the solid form to the shape of the hole in the lid of the box by putting the form through it.

Puzzles should be simple, big, and brightly colored. You can begin with two- or three-piece puzzles and then try others containing more pieces.

Put three or four poker chips or buttons on a 3" x 5" card in a design. Give him the same number of chips or buttons and a card and have him copy your design. Make another design and play the game of his copying that one too. Let the child make designs for you to copy.

He can also learn form by copying your design in drawing outlines of circles, squares, and triangles and through free-hand drawing using fingerpaint, water colors, crayons and magic markers.

Put doughnut blocks on a stick (three or four). Turn the stack upside down and let the rings fall off. Give him the blocks so that he can try to put them on the stick and then turn it over. He may be able to put them on the stick but not understand turning the stack over to remove the blocks. Encourage him to try it out.

Show him how to hang clothes on hooks and towels on rods so that he can learn about hanging things and about things going up and down.

Let him scribble with crayons on paper. Show him how to draw a vertical and then horizontal line. He will imitate your line if you make it a game. Laugh and say, "whee!" as you draw the line.

He should be encouraged to climb through a small hoop, under a board, under a table, and between two chairs to experience the amount of space they take in the environment.

Make an incline by propping a piece of cardboard on a small box. Take a marble and show the child that it rolls down the incline by itself. Give him the marble and let him try.

Play, "Where's baby?" Look for him when he hides behind a chair, table, or sofa.

Roll a ball to him and let him roll it back to you as you both sit on the floor. Throw a ball to each other. He will now be able to throw, even if not very straight. He probably just waved it at you when you tried at an earlier age.

He will enjoy pouring water from a small pitcher or a cup into another cup while he is in his bath or outdoors.

Give him marbles to put into a box or other container. He will have good practice in letting go and putting them in a definite place. If he puts them in his mouth, take them away from him. Do not give them back until he learns that they do not go into his mouth.

Show him how to make a train with blocks by lining them up. Push them along saying, "choo, choo, choo". He really will not know about the noise of steam engines and probably will never see one except in books, but he will love playing the game anyway.

Show him how a set of three nested cups fit into each other. Give him the cups (not in order) all at once in front of him and see if he can put one into the other correctly. This may take some practice; it is easier if the cups fit together easily. If you have a set with six cups, give him the very largest, the smallest, and one in the middle to start with.

Put out a long necklace (15" of small linked chain will do) all stretched out, and a plastic cup. See if he will try to put the necklace into the cup. If he does not do it, take the necklace and put it into the cup behind your back and then give it to him so that he sees the necklace inside the cup. Take the necklace out of the cup and give both of them to him again. See if he tries to put the necklace into the cup. If he cannot do it, show him how to bunch it up first, or dangle it in, or roll it up and then place it into the cup.

Put a toy on the table so the baby can reach it. As he looks at the toy, put your hand or a piece of cardboard between the toy and the child. See if he will push your hand out of the way or knock down the cardboard to find the toy. If he does not, show him what to do at first.

Show him a toy he likes and place it out of his reach on a flat pillow. Fix the pillow so that he can reach only one corner of it. Tell him to get the toy. If he is not able to get it, show him that he can pull the pillow which will then bring the toy near enough to him. Do this several times.

Put a small box with a lid but with no toy in it into a large box and close the lid. Give it to him and see if he remembers that there is no toy in the boxes. Now put a toy in a small box and put the lid on, then place the closed box into a third box which is still larger and place the lid on it. Ask him to find the toy.

Children under three don't paste very well, but love to make designs. You can give baby vaseline or cold cream to smear on a cookie sheet and he can make swirly patterns with his hands. The vaseline or cold cream is much easier to wash off than mud and helps some small children, who have a great urge to be messy, to become more cooperative. This also is not harmful if put into the mouth.

Put a few common objects into a paper bag–a carrot, a comb or a favorite toy and ask him to tell you just by feeling the objects what they are. Don't let him look in the bag. Teach him to recognize objects just by their shape or texture.

Put objects in a plastic bottle–beans, rice, rocks, toothpicks, screws, and then shake the bottle. Teach him that some make a loud sound and some make a soft sound. They all sound different!

Show him how to count the fingers on his hand. Ask him, "How old are you?" Show how to hold up the proper number of fingers.

Sing counting songs with him (Ten Little Indians). When he eats cookies, let him count them first. Let him stack blocks and then ask him to count them. When he reads a book and there are several animals or objects, ask him, "How many butterflies are there?" Let him count.

Cut numerals 1, 2, 3 out of sandpaper. Tell him the names of the numerals and let him trace his fingers over them so that he can see the shape and feel it too. Help him learn the names of the numbers.

Try putting two cups on the table, one in front of him and one in front of you. Show him how to play "One for me, and one for you." Put a penny into his cup, then one in yours; keep on until all are in the cups. In time you can go up to five pennies in each of five boxes. To make the game more interesting, after he places the pennies you can pretend that each of the boxes holds money for different members of the family and that you are going to buy candy at the store for him, for mother, sister or brother. Move the pennies to another side of the table where you pretend the store and the storeman are.

Teach the child to count to ten. He will not know the meaning of the words, but he will learn that those are the words used for counting and he will like to say them.

Ask him to tell you what he has done during a period when he has not been with you. Explain ahead of time what is going to happen during a period of a few hours–breakfast time, lunch, painting time, cleanup time, time to go home.

Aid him in using past and future tenses of verbs as in the use of "yesterday", "today", and "tomorrow". Mention the time to the child while looking at the clock. Relate today to yesterday and tomorrow–"I'll see you tomorrow" or "Yesterday we looked at the animals", or "Today we'll paint with magic markers".

Give him three or four pictures that are all alike but one. Tell him, "Give me the one that does not belong with the others." When he gives it to you say, "Yes, it is **different**". Use the word "different" the next time you play the game. "Give me the one that is different."

Put three different picture cards on the table. Showing one which you hold in your hand say, "Give me the one that is the same as this one" (in your hand). He will learn what "same" means. Later play the same game, using four different cards on the table from which to choose.

Cut out five pictures each of people, food, dogs, cats, and birds. Prepare a box for the pictures of each of the five groups. You should say, "Put all the dogs in the dog house (or box). Put all the birds in the bird box, etc." After he has learned two categories, each with five pictures, the number of pictures in each group can be increased. You can also increase the number of categories he works with at any one time.

Children who have many chances to watch others learn faster. Show baby how to imitate non-human things—how to imitate a growing flower or how to imitate a tree swaying in the breeze. There are hundreds of things you can have the child imitate.

Show him pictures and tell him to imitate the action. Yawn like the yawning bear in the picture; pound with a hammer like the picture of the workman. Give him dolls and stuffed animals, pots, pans, play dishes and the like. He will pretend that he is taking care of his baby or eating with a friend.

Get down on the floor with him and both of you pretend that you are a dog, horse, a cat, a cow. Walk on all fours and make the sound of the animal.

Scoop up a spider, some ants or worms in a glass jar. Punch a few holes in the lid to allow the creatures to breathe, and add a handful or two of dirt, some grass, and leaves. Let the child watch the ants and worms make tunnels and the spider spin a web. A magnifying glass makes watching more absorbing. Also, watching a kitten or gerbil or goldfish play and grow is a wonderful experience in fun and learning. Since it is very difficult for a young child to gauge the difference between squeezing and holding very gently, you need to be with him when he is playing with a small pet and show him how to hold it. Another way to provide play with animals is to make a bird feeder and listen to the child's questions and comments as he watches the birds.

The two-year old child especially enjoys very simple stories about himself and his everyday activities. A variation on making a scrap book is to make a "movie" or a "TV" by drawing or pasting pictures on a roll of shelf paper that is secured at each end to an empty tube like a scroll. An empty cardboard box makes the screen or TV set. As you or the child tell the story, wind the paper from one tube to another. This helps him to get an idea of story sequence. Ask questions such as, "Who is that?" "What is he doing?" "What will happen next?" and "What happened?"

Gross motor development

Most of the child's exercise will be in walking, running, climbing, carrying things and so forth, which he will be doing on his own at this age. He should have time during the day to be indoors and outdoors in such play. A walker-wagon will ge good to steady himself, and later he can put blocks and toys in it to carry them from place to place. Any toys which have a string for pulling or a handle for pushing or pulling are fine for him when he is walking. Encourage him to push rather heavy objects such as chairs, or large boxes. He will enjoy being chased as he runs. Let him chase you too.

Allow him to crawl under and between things to find "lost" toys. Build an "obstacle course" with chairs, tables, blocks, etc. that he can wiggle his way through and around. Two-year olds love to play under a table which has chairs pushed part way under it.

Make a "tunnel" by cutting two sides out of large cartons and placing them upside down in a row on the floor. He can crawl through the tunnel. Show him how to walk and run to the rhythm of music or to a drum beat. Do not expect his rhythm to be perfect, but he will enjoy fitting his activity to music.

Play "I am a mirror". Stand or sit facing him and have him copy everything you do. Start with simple activities such as touching your head or swinging your arms, and then try harder activities. After a while change around and let him choose the activity and you imitate him. Teach him to: walk forward and backwards; balance on one foot; hop on one foot; walk on tip-toe; lie on his back and "pedal a bicycle" with his feet in the air; turn around (sitting and standing); jump over a thin book or small piece of paper; walk up and down stairs (by three years of age a child should be able to walk up and down stairs alternating feet).

Help him learn to balance by having him walk down a 2" x 4" balance beam or walk along a line drawn on the floor. Show him how to do a somersault by rolling him over. Then let him try by himself. Give him help until he is able to push himself all the way over. A two-year old will especially enjoy rough-housing with an adult.

Allow him to use a box, step-stool or

chair to climb to get something he wants. He will begin to understand about heights as well as practice climbing. A toy on which he can sit and push himself and ride is fun and good for exercising his legs.

So that he may learn about directions and space let him explore and talk about exploring. He can crawl **through** a box or barrel, go up a ladder, swing **higher** and **higher,** come **down** a slide, hide **in** a box, and steer his tricycle **around** a tree.

Play ball with him so that he can practice throwing and running after the ball. It will still be rather difficult for him to catch the ball. Have him kick the ball as well as throw it.

Teach the child to throw a bean bag at a target and to ride a tricycle.

You can make a good bridge by supporting a large wooden plank with a couple of large and sturdy toy building blocks, just a few inches off the floor or ground. Crawling or walking over this plank bridge helps develop his sense of balance.

Planks can be found at any lumber yard and many times they will be given away as small ends of building material. They will be used endlessly if they are light and small enough for the child to lug around. Sand them down so that there are no splinters.

Two-year olds enjoy both single and double swings. They will not yet be able to pump themselves, but will demand to be pushed for long periods of time. Provide a low slide for the toddler to use. This will give him practice climbing, as well as an opportunity to try sliding in different positions.

Fine motor activities

Give the child crayons and paper and let him design and scribble as he pleases. He shouldn't be made to feel that his picture must look like something to grown-ups. He will simply enjoy creating something himself. More important to him than the final product of a picture of something, is the fun he had making it. Encourage his efforts without trying to help him make his picture; he would rather do it alone. The child will be very proud, and know that you respect his work, if you hang his pictures up where they can be seen and admired.

Different kinds of paper and drawing materials will give the child different kinds of experiences. For variety try: large paper bags cut in half, wallpaper, brown wrapping paper, newspaper, shelf paper, shirt cardboard, paper plates, construction paper. Try using each of these kinds of paper both wet and dry.

Drawing supplies that should be available for the child's use are: ballpoint pen, colored pencils, crayons, poster paint, felt-tip pen (be sure it's washable ink), fat pieces of soft chalk, soap paint (soap flakes, food coloring, and water), and fingerpaint.

With a little help he will be able to draw the outline of a hand or foot. Draw a "funny" picture of a face or person, with the arms or eyes or some part of the body in the wrong place. Ask him "What is wrong?" Have him lie down on a large piece of paper and trace around him. Then pin it up on a wall and let him color in his outline.

Give him a blackboard and several large pieces of chalk. He will enjoy being able to draw, erase, and then draw again. Give him some simple lines to copy by drawing them on a piece of paper yourself (suggestions are straight lines going different directions, and X and a circle), but don't limit a child's drawing time to this kind of copying activity.

Outside, give him a small bucket of clear water and a clean brush and allow him to "paint" such things as trees, the sidewalk, outdoor toys, or the side of the house.

Make fingerpaint (the recipe is below) and allow him to use it on either paper or a cookie sheet or tray (often these are better for first experiences). Children need an opportunity for messy play, and fingerpaint is a good outlet for their feelings. Be sure to cover the child and the area where he works with aprons or an old shirt and newspaper.

To make fingerpaint: Mix flour and salt with a little water to make a base the consistency of thick gravy. Use food coloring to make different colors of paint.

Put a little poster paint or homemade paint into a shallow pan and put a few paper towels in the bottom to make a stamping pad. Give your child a few big sheets of white paper or cloth. Cut a potato in half, or a green pepper, or a cucumber, and show him how to rub the vegetable slice over the paint-soaked towel, and then print it onto the paper or sheet. He may drag the slice back and forth over the paper rather than making one firm print—that takes practice and he will learn in time; meanwhile, he is having just as much fun.

The following items make fine printing forms: keys, hair-rollers, sponges, pencils, leaves, half orange or lemon, a wire whisk, a small wooden spoon.

You can use anything which makes an interesting outline and which won't be hurt by the paint. If the child is really having fun, you might have him decorate a roll of white shelf paper or a paper towel.

Give him almost anything such as small stones, breakfast cereal, macaroni, acorns, grains of corn, or any other small object to paste on a piece of paper. He may not build a "picture" but will make an arrangement which is pleasing to him. This is very good to develop fine finger skill.

To make paste add water (a little at a time) to a handful of flour until it is gooey. It should be quite thick, so it doesn't run all over the paper.

Children between two and three love to play with something they can pound and squeeze, take apart and put together again. Tearing and pounding gives them an opportunity to express their feelings they are not able to put into words. A fretful child will often be much calmer and happier after a good pounding session with clay.

Play dough—the recipe is given below—can be stored in the refrigerator in a plastic bag or covered jar for several weeks. Children can pull and pound it, and then it can be collected and put away for another day, or they can make things and leave them out to dry and harden. Small children may put this dough in their mouth. It won't taste good but it won't hurt them. Have the children sit at a table, or on the floor, using a cookie sheet for a working space. Dust each child's hands with a little flour so that the dough won't stick to his fingers. He may want to pound and squash the dough with his hands, or he may have fun with a rolling pin, cookie cutters, dull knife, forks, and spoons.

Recipe for homemade play dough: 1 cup salt, 1½ cups flour, ½ cup water, 2 tablespoon salad oil (optional), a few drops of food coloring if you want color. Add the food coloring to the water before mixing it with the flour and salt for even coloration.

Give him simple, three-piece puzzles to put together. Show him how to dump the pieces out on the table, and then help him to see the relationship between the piece and the place it fits. You can do this by having him feel the edge of the piece and the hole to see that they are similar, or by putting the piece right next to the hole where it belongs so that he only has to slide it into place. Let him work as slowly or quickly as he pleases.

Avoid frustrating him, by keeping the puzzles simple and by being available to help him when he runs into difficulty. Help by praising him and simplifying the problem, not by doing the puzzle yourself.

Encourage him to make towers with blocks of different shapes and sizes. He will also discover many other uses for blocks at this age.

Keep a stack of old magazines and newspapers on hand for him to tear up and punch holes in. Sit down with him and show him how to tear; then show him how to poke holes with the handle end of a spoon. Hole punchers fascinate a child. Let him use this tool on old newspaper or waxpaper.

Give him a plastic drinking straw and a cup or empty juice can filled with soap flakes and water. At this age he can learn to blow, not suck, if you show him how. Since the cup is bound to overflow, it is best to use a tray under it. To make bubbles strong enough to float in the air without breaking, add a tiny bit of cooking oil to the soap and water mixture. The bathtub and outdoors are good places for soap bubbles.

Give him short pieces of macaroni (the kind with holes all the way through) to string on a shoelace. Some children will enjoy painting the macaroni with food coloring and drying them before they are strung.

Pipe cleaners are fun to twist and attach together to make a wide variety of sculptures. Empty spools can be strung on yarn or a shoelace. These too can be painted before they are strung.

Hand puppets are easy to make and children usually enjoy playing with them. It gives them an opportunity to take on other roles, to pretend they are other people and even animals, and offers an excellent opportunity for the stimulation of speech. You can make interesting hand puppets from old socks or from paper bags. You do not have to have elaborate plays for the puppet. It is best to improvise as you go along, starting with pretend situations taken from the child's everyday life. For example, act out a mother and little boy sitting down to eat lunch, or two children talking about what they would like to do when they go out to play.

A child two-and-one-half years old or older usually enjoys cutting with toy scissors. This is a hard skill to learn, and he will need a great deal of practice before he can really control the scissors. As he becomes skillful, he may enjoy making a scrapbook by cutting out pictures and pasting them on paper.

A two-year-old is fascinated by the mechanical things around him. Let him turn lights on and off, open doors by turning the knobs, turn on the water faucet, and play with windup toys. Jars with screwtop lids make good toys for him to play with.

Buttoning, and opening and closing zippers is fun for him and he will be proud when he can fasten his own clothes. At first, use items of clothing with large buttons or zippers. You hold the cloth and let the child work the zipper or button. Teach him to take off and put on his shoes, his jacket or sweater. At this age he will also enjoy washing and drying his own hands.

Self awareness

Ask a child often to tell you his first and last names.

A fun activity is to have him lie down on a large piece of wrapping paper while you trace around the outline of his body with a bright red crayon. His name can be written on the paper and the outline hung on the wall. A few months later another one can be drawn to show him the changes in his growing body.

Hang recent photographs of him on the wall. He will enjoy seeing his own picture, as well as those of his friends. Point to his picture and ask, "Who is this?"

He has a wide range of feelings: fear, sympathy, anger, jealousy and anxiety. He needs help in learning how to express these verbally. You can begin to label the child's feelings long before he can express them. He learns to say, "I'm mad at you", or "You hurt my feelings". He also finds that feelings are not so strange, for he is able to talk with other people about how he feels.

Sing body part songs such as: "Put your finger in the air", "If you're happy and you know it, clap your hands", "Clap, clap, clap your hands", "I am very small, I am very tall", and "Mary wore her red dress".

Children like to pretend. They like to make believe that they are someone else, that they are older, that they are in some way different than what they are, or that for the moment the world around them is different. This is an important part of their development and a way for them to try out new ideas and express themselves. Help the child pretend; let him pretend that the toy car with which he is playing is a real police car. Let him pretend that he is his mother, or father, or older sister. Let him pretend that he is an animal of some sort. Let him pretend that he is an astronaut, fireman or a policeman. He doesn't need any props for pretending, but sometimes props help. Use clothes which adults have discarded for dressup costumes. Use empty food containers to make a grocery store. Often in the course of pretending he can learn a great many things. For example, when he is playing grocery store, he can learn about how to buy and sell things, how to count, how to identify boxes, and how to tell colors and sizes. Costumes, dress up corners, doll houses and the like all encourage pretending.

Take him to look at himself in the mirror when he has on dress-up clothes. Write his name on his drawings and pictures to help him associate his name with his achievements. Ask him where on the picture he would like you to put his name before you write it. Hang his art work on the walls so that he and others can admire his work.

Let him learn responsibility by helping with setting the table, putting his own clothes away, etc. Show him that you expect him to be able to do these things.

Social responsiveness and mastery

Play follow the leader with the child. Have him imitate little actions you do, and then give him a turn to be leader. Here are some suggested activities for the leader:

Scratch the surface of the table, drum your fingers on the table, open and close your fist, bend your index finger, open and close your mouth with smacking sound, blink your eyes, touch your chin with your forefinger, wrinkle your nose, pull your ear lobe, pat your cheek, strike the back of your hand with the other hand or tap your knee.

Let him help you choose which clothes he will wear each day, if there are extra clothes at the center and encourage him to dress himself. Help him only when necessary. Teach him how to button, snap and zip.

Give him his own washcloth and toothbrush and show him how to use them by himself.

Encourage him to take more responsibility for simple actions around the center: clearing the table, carrying cups, putting toys away, fetching something for a younger baby, etc.

Help him engage in activities with other children. At first, his contact with another child may be physical; he may sit very close (or even on top of another child), touch another child's hair, arm, or stomach. This is his way of exploring another person; he uses the same techniques he has learned to use with new objects. As he becomes more comfortable, encourage him to express himself verbally and to play with the other children. Help him to engage in group activities such as building, stories, dancing, eating or singing.

Although at this age a large part of a child's play starts out as individual activity, encourage sharing and taking turns with toys and equipment. The children will gradually learn to play with each other, especially if this is encouraged by you.

Hand puppets are fun and give a child the opportunity to take on a variety of roles, and to pretend that they are other people or even animals. They also offer a wonderful opportunity to encourage talking with a second person (adult or child). Help the children to improvise stories about their lives at home and in the center.

The child usually loves short trips. Talk to him about what he sees and hears. Label objects for him and listen for his comments. Going new places also provides the child with many ideas for imaginative play later on. Here are some suggestions for trips:

A tour of the day care center, a trip to an office building; this will be particularly exciting if one of the child's parents works there; a walk in field or woods, a visit to the post office, fire station, florist, food factory, printing press, police station, farm, zoo, pet shop, library, grocery store. Many children will enjoy looking at or making books about their outings.

APPENDIX A

INFORMATION SOURCES ON DAY CARE AND CHILD DEVELOPMENT

Organizations publishing informative materials

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Bank Street College of Education
69 Bank Street
New York, New York 10014

Bureau of Child Development and Parent Education
New York State Department of Education
Albany, New York 12201

Canadian Welfare Council Research Branch
55 Parkdale Avenue
Ottawa 3, Ontario

Child Study Association of America
9 East 89th Street
New York, New York 10028

Child Welfare League of America
44 East 23rd Street
New York, New York 10010

Day Care and Child Development Council of America
1426 H Street, N.W.
Washington, D.C. 20005

Educational Resources Information Center (ERIC)
U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Family Service Association of America
44 East 23rd Street
New York, New York 10010

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Committee for the Day Care of Children
114 East 32nd Street
New York, New York 10016

National Federation of Settlements and
Neighborhood Centers
232 Madison Avenue
New York, New York 10016

Office of Child Development
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201

Office of Economic Opportunity
1200 19th Street, N.W.
Washington, D.C. 20036

Reference lists

Good References on Day Care. Federal Panel on Early Childhood, Children's Bureau, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Printing Office, July 1968. 22 pp.

1 Day care guides and standards;
2 Environmental standards;
3 Education and child development;
4 Social services;
5 Health and nutrition;
6 Training of staff;
7 Parent involvement;
8 Administration and coordination;
9 Evaluation

Sayons, M.A. (Ed.). **The Day Care of Children: An Annotated Bibliography.** Ottawa, Canada: The Canadian Welfare Council Research Branch, 1969. 66 pp.

Selected Bibliography on Day Care Services. U.S. Department of Health, Education, and Welfare, 1965. 94 pp.

Books and articles of interest in the child care field

Day Care

Appalachian Regional Commission (1666 Connecticut Avenue, N.W., Washington, D.C. 20235). **Programs for Infants and Young Children,** 1970.

Part I. Education and Day Care
Part II. Nutrition
Part III. Health
Part IV. Equipment and Facilities

Appalachian Regional Commission (1666 Connecticut Avenue, N.W., Washington, D.C. 20235). **Federal Programs for Young Children,** 1970.

Boguslawski, D. B. **Guide for Establishing and Operating Day Care Centers for Young Children.** New York: Child Welfare League of America, 1966.

Cauman, J. **Family Day Care and Group Day Care: Two Essential Aspects of a Basic Child Welfare Service.** Available from the Children's Bureau, U.S. Department of Health, Education, and Welfare, Washington, D.C., as a reprint from **Child Welfare,** October 1961, 40, 20-23.

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Day Care, A Preventive Service. Three articles from **Child Welfare.** New York: Child Welfare League of America. (50 cents)

Daytime Programs for Children. Basic Goals and Common Elements. Children's Bureau, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Printing Office, 1966.

Dittmann, L. **Children in Day Care with Focus on Health.** Children's Bureau Publication No. 444, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Printing Office, 1967. (50 cents)

Federal Funds for Day Care Projects. Women's Bureau, U.S. Department of Labor, 1967.

Guide for Day Care Centers. Geneva, Switzerland: American Joint Distribution Committee.

Howard, M. **Group Infant Care Programs: A Survey.** Research Utilization and Information Sharing Project, Cyesis Programs Consortium, Washington, D.C., 1970.

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Prescott, E. **A Pilot Study of Day Care Centers and Their Clientele.** Children's Bureau Publication No. 428, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Printing Office, 1965. (20 cents)

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Report on Day Care. Available from the Children's Bureau, U.S. Department of Health, Education, and Welfare, Washington, D.C., as a reprint from **Child Welfare,** 1965, No. 14.

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Huntington, D. S. (Ed.). **Caregiving and the Challenge of Infancy.** Washington, D.C.: Children's Hospital of the D. C. Aldine-Atherton. In Press.

Hymes, J. L. **A Healthy Personality for Your Child.** Children's Bureau Publication No. 337, U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1952. (20 cents)

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Journals

A source of articles and reviews, studies and comments. These are available in libraries, especially those connected with universities.

American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019. An interdisciplinary journal published 5 times a year. Subscription is $12.00, available to members. Single issues, $3.00.

Child Development. Published by the Society for Research in Child Development, Universitiy of Chicago Press, 5750 Ellis Avenue, Chicago, Ill. 60637. $15.00 per year. One of 3 publications of the Society. The others are **Monographs of the Society for Research in Child Development** ($12.00 per year) and **Child Development Abstracts and Bibliography** ($8.00 per year).

Childhood Education, published by the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Membership in the organization ($6.00 regular, $2.50 student) includes the magazine.

While focused on schools, generally has a point of view of value to all professions working with children.

Children. Issued 6 times a year by the Children's Bureau, U.S. Department of Health, Education, and Welfare. To subscribe, send $2.00 to Government Printing Office, Washington, D.C. 20402.

An interdisciplinary journal which carries articles on topics of interest to those who work with children and families and also gives news of current developments, new books and pamphlets.

Child Welfare. Journal of The Child Welfare League of America Inc., 44 East 23rd Street, New York, New York 10010.

A professional journal concerned with the welfare of children, with practical methods, research and education, as they relate to child welfare services and with issues of social policy that have bearing on them. Published 10 times a year. Subscription, $5.00. Single issues, 75 cents.

Exceptional Children. Published by the Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. Published 10 times a year. Available to members at $8.50 per year; to agencies and libraries at $10.00. Also issued is a quarterly, **Education and Training of**

the Mentally Retarded. $5.00 a year. Both are for professionals.

Young Children. Issued 6 times a year by the National Association for the Education of Young Children. Articles of interest to teachers and others working with young children (preschool, primary) and their parents in day care centers, camps, nursery schools, and other settings. Members of NAEYC receive **Young Children** as part of their membership privileges, non-members may subscribe for $5.00 annually from 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

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Publications for parents

Children's Bureau publications for Parents. Available from Government Printing Office, Washington, D.C. 20402.

No. 4	Prenatal Care	20c
8	Infant Care	20c
30	Your Child from 1 to 6	20c
324	Your Child from 6 to 12	55c
337	A Healthy Personality For Your Child	20c
347	The Adolescent in Your Family	25c
371	Your Gifted Child	20c
374	The Mentally Retarded Child at Home	35c
384	Your Children and Their Gangs	20c
391	Mientras su Bebe Esta En Camino (Spanish)	20c
391	When Your Baby is On the Way	15c
400	Your Baby's First Year	30c
400	El Primer Ano de Vida de su Bebe (Spanish)	20c
411	Day Care for Your Child in a Family Home	15c
412	Day Care for Other People's Children in Your Home	15c
413	Your Child from 1 to 3	20c
423	Your Teenage Children and Smoking	15c
431	Moving Into Adolescence	25c
446	Your Child from 3 to 4	30c
470	Fire! Fire! Look Out It Burns	15c
471	Teach Children Fire Will Burn	20c
473	Safe Toys for Your Child	20c

Folders

No. 8	Breast Feeding Your Baby	20c
13	When You Adopt a Child	15c
14	Foods Your Children Need	10c
39	The Preschool Child who is Blind	20c
40	The Premature Baby	20c
41	Your Children's Feet and Footwear	10c
48	Accidents and Children	15c
52	The Child with a Speech Problem	25c
56	Immunity—Protection Against Disease	20c

Headliner series

1	A Creative Life for Your Children	35c

Activities for infants

Breckinridge-Grayson Counties Parent and Child Center. **Curriculum for Birth to Six.** P.O. Box 63, Leitchfield, Kentucky 42754 (in mimeo, undated).

Gordon, Ira. **Baby Learning Through Baby Play: A Parent Guide for the First Two Years.** New York: St. Martin's Press, 1970.

Levy, Judith and Wykle, Gayle. **Activities for Babies.** Parent and Child Development Center, 601 North Street, New Orleans, Louisiana 70130 (undated).

McKee, Charles and Weil, Linn. **Can I Love This Place?** Washington, D.C.: Education Systems Corporation, 1969.

Painter, Genevieve. **Infant Education.** San Rafael, California: Dimensions Publishing Co., 1968. (P.O. Box 4221, San Rafael, California 94903.)

Painter, Genevieve. **Teach Your Baby.** New York: Simon and Schuster, 1971.

Schaefer, Earl. **Infant Home Stimulation Program.** Washington, D.C.: National Institute of Mental Health. (in mimeo, undated).

The Education of Children Aged One to Three. Available from Dr. Paul Furfey, Infant Education Research Project, The Catholic University of America, Washington, D.C. 20017.

Segner, Leslie and Patterson, Charlotte. **Ways to Help Babies Grow and Learn: Activities for Infant Education.** World Press, 1970. (Available for $2.00 from Mrs. Dorothy Anvik, John F. Kennedy Child Development Center, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220.)

Program materials from on-going infant projects

THE CHILDREN'S CENTER

Dr. J. Ronald Lally
Project Director
100 Walnut Place
Syracuse University
Syracuse, New York 13210

A curriculum description for the Children's Center will be available in June 1971. The following material and a comprehensive description of the Center may be obtained by writing: Miss Nancy Desiderio, Publicity Director, 100 Walnut Place, Syracuse University, Syracuse, New York.

Honig, A. & Brill, S. A comparative analysis of the Piagetian development of twelve-month-old disadvantaged infants in an enrichment center with others not in such a center. Paper presented at the meeting of the American Psychological Association, Miami Beach, September 1970.

Lally, J. R. Development of a day care center for young children. Progress Report, 1969-1970.

Lally, J. R. Syracuse University Children's Center: A day care center for young children. Department of Family and Child Development, Syracuse University, Syracuse, New York, February 22, 1970.

Lally, J. R. & Smith, L. Family style education: A new concept for preschool classrooms combining multi-age grouping with freedom of movement among classrooms. Paper presented at the meeting of the American Psychological Association, Miami Beach, September 1970.

Lally, J. R. Comprehensive services for families of young children: Home visitation and family style education. In Bettye Caldwell, (Ed.), **Readings on Day Care**, New York: Holt, Rinehart & Winston, Inc., 1971.

Wright, C., Lally, J. R. & Dibble, M. Prenatal-postnatal intervention: A description and discussion of preliminary findings of a home visit program supplying cognitive, nutritional and health information to disadvantaged homes. Paper presented at the meeting of the American Psychological Association, Miami Beach, September 1970.

THE DEMONSTRATION PROJECT IN GROUP CARE OF THE INFANT

Dr. Mary Elizabeth Keister
University of North Carolina
Greensboro, North Carolina 27412

A number of publications on infant day care are available from Dr. Keister including:

Arnote, T. Learning and teaching in a center for the care of infants and toddlers. University of North Carolina, Unpublished manuscript.

What parents should look for: Special provision for infants and toddlers. University of North Carolina, Unpublished manuscript.

The following may be obtained for $1.50 per copy from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009:

Keister, M. E. "The good life" for infants and toddlers. Report on a demonstration project, 1970.

PARENT AND CHILD CENTERS

These programs include elements of day care and home intervention programs for infants. There are 36 PCC's that are funded by the Office of Child Development and the Office of Economic Opportunity. The PCC's perform extensive whole-family, community-oriented services, with infant care and development as only one of many social targets. More information on Parent and Child Centers can be obtained by writing for:

Parent and Child Center: A Guide for the Development of Parent and Child Centers. Office of Child Development, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

EDUCATIONAL INTERVENTION AT HOME BY MOTHERS OF INFANTS

Dr. Merle B. Karnes
Institute for Research on Exceptional Children
Department of Special Education
403 East Healey Street
Champaign, Illinois 61820

Karnes, M. B. **Infant Curriculum.** University of Illinois, Unpublished manuscript, 1970. (Will be ready for publication in 1971. The cost has not yet been determined.)

Karnes, M. B., Studley, Wm. M., Wright, W. R., & Hodgins, A. S. An approach for working with mothers of disadvantaged preschool children. **Merrill-Palmer Quarterly,** 1968, **14,** 174-184.

Karnes, M. B., & Badger, E. Training mothers to instruct their infants at home. In M. B. Karnes, **Research and development on preschool disadvantaged children.** Final Report, May 1969, Project No. 5-1181, Contract No. OE 6-10-235. Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare, Vol. I, 245-263.

Karnes, M. B., Teska, J. A., Hodgins, A. S., & Badger, E. D. Educational intervention at home by mothers of disadvantaged infants. **Child Development,** 1970, Vol. 41, pp. 925-935.

PARENT EDUCATION PROGRAM

Dr. Ira Gordon
Project Director
Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

The following are available upon request to the Director:

Gordon, I. J. A parent education approach to provision of early stimulation for the culturally disadvantaged. A project of the Institute for Development of Human Resources, College of Education. University of Florida, Gainesville, Florida. 1968. (Mimeo.)

Gordon, I. J. Early child stimulation through parent education. A final report to the Children's Bureau, Department of Health, Education and Welfare, Grant No. PHS-R-306, Gainesville, Florida. 1969.

Gordon, I. J., & Associates. Reaching the Child through parent education, the Florida approach. Institute for Development of Human Resources, College of Education. University of Florida, Gainesville, Florida. 1969.

Gordon, I. J., & Associates. Relationships between selected family variable and maternal and infant behavior in a disadvantaged population. Institute for Development of Human Resources, College of Education. University of Florida, Gainesville, Florida. 1969. (Mimeo.)

Gordon, I. J., & Associates. **Home learning centered activities for twos and threes.** Institute for the Development of Human Resources, College of Education, University of Florida, Gainesville, Florida. (Paperback approximately $3.50.)

Available from St. Martin's Press:

Gordon, I. J. **Baby learning through baby play: A parent's guide for the first two years.** New York: St. Martin's Press, 1970. (Paperback $3.95.)

MOTHER-CHILD HOME PROGRAM (RESEARCHED BY VERBAL INTERACTION PROJECT.)

Dr. Phyllis Levenstein
Director
Mother-Child Home Program
30 Albany Avenue
Freeport, New York 11520

A manual is in preparation by the Director, to be available at a later date, covering program and curriculum planning, suggestions for intervention or training, and supervision and facilitating administrative forms. Copies of the following are available upon request to the Director.

Levenstein, P. Verbal interaction project, first year. Supplement to November 1968 Progress Report, Mother-Child Home Program, 1967-1968 "Double Intervention." (Materials and Raw Test Data.)

Levenstein, P. Individual variation among preschoolers in a cognitive intervention program in low income families. Paper presented at Council for Exceptional Children, Conference on Early Childhood Education, New Orleans, December 1969.

Levenstein, P. Cognitive growth in preschoolers through verbal interaction with mothers. Reprinted from **American Journal of Orthopsychiatry,** 1970, Vol. 40, No. 3, pp. 426-432.

Levenstein, P. Cognitive growth in preschoolers through stimulation of verbal interaction with mothers. Paper presented at the 46th Annual Meeting, American Orthopsychiatric Association, New York, New York.

Levenstein, P. & Sunley, R. Stimulation of verbal interaction between disadvantaged mothers and children. Reprinted from **American Journal of Orthopsychiatry,** 1968, Vol. 38, No. 1, pp. 117-121.

Levenstein, P., Principal Investigator; Sunley, R. M., Co-Director. Aiding cognitive growth in disadvantaged preschoolers. Children's Bureau Research Project: R-300: Mother-Child Home Program, 30 Albany Avenue, Freeport, New York.

YPSILANTI-CARNEGIE INFANT EDUCATION PROJECT

Dr. David P. Weikart
High/Scope Educational Research Foundation
125 N. Huron
Ypsilanti, Michigan 48197

Videotapes and films of the infant home-teaching program are available for loan from the Director upon request. A mimeographed paper on the final summary of the teaching agenda and final research data is also available from the same source.

Lambie, D. Z., & Weikart, D. P. Ypsilanti-Carnegie Infant Education Project. In Hellmuth, J. (Ed.), **Disadvantaged Child, Vol. 3.** New York: Brunner/Mazel, Inc., 1970.

Weikart, D. P., & Lambie, D. Z. Early enrichment in infants. In Dennenberg, V. (Ed.), **Education of the Infant and Young Children.** New York: Academic Press, 1970.

Weikart, D. P., Rogers, L., Adcock, C., & McClelland, D. The cognitively oriented curriculum: A framework for preschool teachers. Washington, D.C.: National Association for the Education of Young Children, 1970.

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APPENDIX B

SUGGESTED EQUIPMENT AND SUPPLIES FOR AN INFANT-TODDLER CENTER

The attached list has been prepared in response to numerous requests. It is based on our two-year experience of operating a Center for the daytime care of infants and toddlers. Our Demonstration Nursery Center provides all-day care for 15 infants and 10-12 toddlers. It has a staff of five full-time care-givers for these babies; a part-time Janitor, a Cook, a Nurse, and a Director. The Nursery is housed in the education wing of a church, and we are permitted to use several cribs and the child-size tables and chairs belonging to the church.

AURELIA MAZYCK, Director
Demonstration Nursery Center

**The Demonstration Project is supported by Grant No. D-256, Children's Bureau, U.S. Department of Health, Education, and Welfare
Child Welfare Research and Demonstration Grants Program
and by
The University of North Carolina at Greensboro
Appreciation is expressed for permission to reprint this guide.**

(NOTE: In instances where more than one type of the same item has been used, our preference is indicated by **.)

Furnishings

quantity	item	approximate unit price
1	Refrigerator (counter size)	$79.95
1	Twin (2 seat) Stroller**	29.95
1	Convert-A-Stroller (rumble seat for extra child)	32.95
1	Clothes Hamper	12.98
2	5′ x 6′ nylon carpets (for children to sit on for play or to listen to stories)	9.87 ea.
4	12″ Wall Clocks	13.98 ea.
2	Small Electric Clocks	9.98 ea.
1	Garment Rack (coat rack for visitors)	16.98
1	File-Desk Cabinet	43.95
1	Two-drawer File	16.95
1	Steel Shelves with 10 boxes (used for cubbies for personal clothing of toddlers)	10.33
4	Safety Gates	3.69 ea.
4	Cushions (plastic cover)	3.69 ea.
1	Stereo Record Player (Zenith)	109.65
1	Stereo Table	14.98
4	Audiotronic (record players) Model 300-T	47.34 ea.
1	12 Chord Auto Harp	39.75
4	2″ Foam Pads (26″ x 54″) (Used as seats, and cushions under indoor climbing apparatus)	1.66 ea.
5	Cribs	29.50 ea.
5	Crib mattresses	18.98
2	Childcraft Cribs (with mattresses)**	39.95 ea.
14	Saran Cots	15.75 ea.
2	Port-A-Cribs	39.95 ea.
4	Boston Rockers (adult size)	34.95 ea.
2	Boston Rockers (child size)	19.95 ea.
2	Cosco Playpens	26.00 ea.
2	Training Chairs	6.99 ea.
2	Training Chairs (Peterson)**	5.99 ea.
1	Cosco Baby Walker	13.00
2	High Chairs	24.95 ea.
1	Play N' Feed Table	36.95
2	High Chairs (Peterson)**	19.45 ea.
2	Deluxe Painting Easels	20.50 ea.
2	Book Display Stands	19.60 ea.
6	Pegboard Screens (Used for room dividers, displays	16.00 ea.
6	3 Panel Woven Lattice Screens (Used to create privacy at nap time)	19.97 ea.
1	Fold away storage unit (toys, display unit, room divider)	95.00
1	Multi-storage Unit (Used for books, records, cubbies)	94.50

Linens and supplies

quantity	item	approximate unit price
5	Crib Bumpers	$5.86 ea.
12 dz.	Fitted Crib Sheets	
	6 dz. cotton	at 4 for 3.72
	6 dz. cotton & dacron**	at 2 for 3.50
3 dz.	Quilted Mattress Pads	
	24 -	1.57 ea.
	12 -	at 2 for 3.14 ea.
5 dz.	Felt Lap Pads (packages of 4)	at 2 pkg. 2.36
3-½ dz.	Crib Size Felt Pads	at 2 for 2.78
3-½ dz.	Crib Blankets	
	24 - all cotton	2.87 ea.
	18 - acrylic**	at 2 for 7.80
1-½ dz.	Receiving Blankets	
	10 -	at 2 for 3.00
	6 -	at 3 for 2.94
	2 -	at 2 for 1.99
12	Bath Towels	2.57 ea.
5 dz.	Washcloths	
	12 -	.73 ea.
	48 -	at 6 for 1.68
2-½ dz.	Terry Fingertip Towels	at 2 for .96
2	Bath Towels (Provincial print for wall hangings)	1.86 ea.

25 yds.	Muslin (to make dust covers for cribs on weekends)	.37 yd.
1	Pocket Shoe Bag (Used as mail center for staff)	1.97
2	Peg Boards (Used for hanging wash cloths)	.84 ea.
20	Peg Board Hooks	.09 ea.
1 dz.	Chrome Towel Clips (to hold dental towel, used as disposable bib)	.60
50	½″ Dymo Name Badges at 50 for	10.50
2	Child Harnesses	2.75 ea.
12 pkgs.	Iron-On Labels (Center's "name tapes" for linens)	1.25 pkg.
12	Plastic Zipper Bags (for staff clothing)	3.00 ea.
1 box	Dental towels—polyback (used as disposable bibs)	7.95 ea.

Note: The Nursery Center uses the local diaper service. The cost of this service averages $55. per month. Parents bring each day sufficient changes of other clothing for their children.

Toys for motor activities

**These items purchased at ½ price (as indicated) during close-out sale.

quantity	item	approximate unit price
2 sets	Hollow Block Cubes	$ 8.50 ea.
1	Child-sized Doll Carriage	23.00
1	Child-sized Doll Bed	13.35
1	Doll Bedding	5.95
2	Rocking Horses	14.00 ea.
2	Double Wheel Kiddie Cars	9.95 ea.
1	Walker Wagon	6.75
1	Rocking Boat	25.95
1	Indoor Gym House	29.50
1	Doorway Gym Bar	8.95
1 set	Hollow Blocks	28.00
2	Scooters	7.59
1	Wagon	10.66 ea.
1	Wood Stake Wagon	18.88
2	Wagons	4.29 ea.
1	Fire Chief Cycle Wagon	19.98
1	Tricycle	11.33
1	Tricycle	10.33
1	16″ Tricycle	12.69
1	12″ Tricycle	10.69
1	Floor Punch	4.89 ea.
1	Infant Bathtub (used for water play)	4.95
1	Hot Rod Go-Cart	10.95**
2	Doll Carriages	4.50 ea.**
1	Rock and Stack	1.00**
2	Playskool Unit Blocks	2.77 ea.**
2	Tonka Trucks	1.98 ea.**
1	Playskool Pounding Bench	1.29
2	Pull Toys	1.99 ea.
1	Playskool Dairy Wagon	3.99
11	Pull Toys (telephones, pull-a-tune, etc.)	1.00 to 1.50 ea.

Manipulative toys

quantity	item	approximate unit price
2	Playskool Puzzles	$2.00 ea.
1	Sifo Puzzle	1.75
1	Stacking Pyramid	1.00
1	Six Inch Prism	1.95
1	Texture Ball	5.00
1	Flexi-i-Pet	6.00
1	Set Cloth Foam Blocks	4.95
1	Thumper and Drum	4.95
1	Roll-A-Wheel	3.00
2	Fun-Nee-Men	1.88 ea.
1	Sound and Action Blocks	3.69
3	Roly Polys	2.25 ea.
1	Set Playskool Blocks	4.98
1	Dress Me Doll	6.75
1	Playskool Hour Glass	1.99
1	Junior Lock Box	8.95
1	Gear Go	3.50
1	Bendi-Baby	8.95
1	Visi-Tune Hurdy Gurdy	4.00

Crib toys

quantity	item	approximate unit price
1	Cradle Play	$ 5.00
1	Teething Ring	1.25
3	Crib Mobiles	4.00 ea.
1	Dumbel Rattle	2.25
1	Mumbo-Jumbo	1.50
1	Pram Beads	2.00
1	Suction Spin	1.00
1	Disc Rattle	1.25
1	Sensible Rattle	1.75
1	Baby Blow Teether	1.50
1	Building Beakers	2.00
7	Squeeze Toy	1.00 ea.
3	Clutch Balls	1.50 ea.
1	Packets and Pockets	5.00
1	Infant Chimes Mobile	5.95

Outdoor play equipment

quantity	item	approximate unit price
1	Garden Umbrella (used to shade sandbox in summer)	$28.95
1	Umbrella Base	5.98
1	Swing Canvas Seat	1.98
1	Swing Bucket Seat	2.99
1	5 ft. Gym House	169.00
3	Playground Sculpture (including installation)	1,000.00
1	8′ x 10′ outdoor storage playhouse (built to specifications)	450.00
2	6′ x 6′ Sand Boxes (built by student assistant)	
	Materials	90.00
	Sand	14.00
	Paint	7.00

1 qt. Marine Clear Coating (for painting outdoor items) 7.98

Books

quantity	title	publisher
1	LS1 Paperbook Collection 20 Titles: Is This You Clifford The Big Red Dog Hi Diddle Diddle Where Have You Been? Caps For Sale The Witch Next Door Where is Everybody? Bread And Jam For Frances Flip Mop Top Just Me The Carrot Seed The Little Fish That Got Away The Happy Egg The Story About Ping Nothing To Do Curious George Takes a Job Curious George Kenny's Monkey How Animals Sleep	Scholastic Magazines and Book Services Englewood Cliffs, N.J.
1	Counting Rhymes, Art Seiden	McLoughlin Bros.
1	1 2 3, Art Seiden	McLoughlin Bros.
1	Baby's Lullabies, A Seiden	McLoughlin Bros.
1	Andy Astronaut, Daphne Davis	Golden Press
1	Fred Fireman, Joe Kaufman	Golden Press
1	Peter Policeman, Craig Pineo	Golden Press
1	Zeke Zoo Keeper, Joe Kaufman	Golden Press
1	Baby Animals, Gyo Fujikawa	McLoughlin Bros.
1	Little Red Riding Hood, Izawa	Dairisham, Inc.
1	Busy Timmy, Kathryn Jackson	Golden Press
1	The Touch Me Book, Pat & Eve White	Golden Capital
1	Fur and Feathers, Deans Rag Book	Platt and Munk
1	Fun Bath Book, Edu. Aids Pub.	Grossett & Dunlap
1	It's Fun to Eat	Grossett & Dunlap
3	Animal Friends For Baby	McLoughlin Bros.
3	Baby's Own Book	McLoughlin Bros.
2	Baby's Farm Animals	McLoughlin Bros.
1	Baby Playthings	McLoughlin Bros.
2	Baby's First Book	McLoughlin Bros.
2	Baby's Things	McLoughlin Bros.
1	My First Toys	McLoughlin Bros.
1	Things To See	McLoughlin Bros.
1	A Friend is Someone Who Likes You, Joan W. Angland	Harcourt, Brace, & World, Inc.
1	Here We Go Around the Mulberry Bush, Alice Schlesinger	McLoughlin Bros.
1	See What Baby Can Do	McLoughlin Bros.
1	Rain, Virginia Parsons	Doubleday & Co.
1	The Golden Dictionary	Golden Book
1	Snow, Virginia Parsons	Doubleday & Co.
1	What Animals Do, Richard Scarry	Golden Press
1	Egg In The Hold Book, Richard Scarry	Golden Press
1	Songbirds, L. A. Hausmon	Grossett & Dunlap
1	Telephone, Virginia Hubbel	McGraw-Hill, Inc.
1	The Big Parade, A. Knudsen	McGraw-Hill, Inc.
1	Our Friend The Policeman, David Cuniff	McGraw-Hill, Inc.
1	Chicken Little, Marjorie Hartwell	Whitman Publishing Co.
1	Words, Selma Chambers	Golden Press
1	Things in my House, J. Kaufman	Golden Press
1	Whisper In My Ear, Richard Scarry	Golden Press
2	The Apple Book, Dick Martin	Golden Press
1	Big And Little, J. Kaufman	Western Publishing Co.
1	The Snowy Day, Jack Keats	N.Y. Viking Press
1	A Child's Garden of Verses, Robert Louis Stevenson	Whitman Publishing Co.

Phonograph records

quantity	title	company
1	25 Nursery Rhymes	Happy Time
1	Alice in Wonderland-Pinocchio	Mercury
1	Babes in Toyland	Happy Time
2	Kiddie Pop Parade	Happy Time
1	The Heart of the Symphony	RCA
1	The Sleeping Beauty	Columbia
1	Reverie	Columbia
1	Nut Cracker Suite	Columbia
1	The Songs from the Wizard of Oz	Disneyland Record
1	Susan Reed	The Electra Corp.
1	Mother Goose Songs	Decca
1	Wayfaring Stranger	Columbia
1	Riddle Me This	Riverside
2	Peter and The Wolf	Happy Time
1	Sing Along Volume II	Happy Time
2	The Little Engine That Could	Happy Time
1	Nursery Rhymes	Diplomat
1	Let's Be Fireman	CRG
1	Let's Help Mommy	CRG
1	Clap Hands—Up Up Up	Pram Records
1	Hot Cross Buns	The Children's Record Guild
1	Teddy Bears' Picnic	Happy Time
1	Puff, The Magic Dragon	Happy Time
1	American Folk Songs	Folkways
1	Children's Songs	Folkways
1	Music Time with Charity Bailey	Folkways
1	Bedtime Stories & Songs	Happy Time
1	Little Toot	Happy Time
1	Somebody's Tall & Handsome	A Van Ayr
1	Babes in Toyland	Vista
1	It's A Small World	Walt Disney
1	Acting Out the abc's	Walt Disney
1	The Three Little Pigs	Walt Disney
1	Fiddle Faddle	RCA
2	Songs to Grow On	Folkways
1	More Mother Goose	Happy Time
1	Great Piano Concerts	Walt Disney
1	Peter Rabbit	Rocking Horse
1	Children's Concert	Columbia
1	Arthur Fiedler Boston Tea Party	RCA
1	Golden Slumbers	Caedmon
1	I'm Dressing Myself	CRG
1	The Story of the Music Box	Caedmon
1	Bye-Bye	Pram Records
1	Sleepy Time	Pram Records
1	Baby's Bath	Pram Records
1	Big & Little	Pram Records
1	Everyday We Grow	Pram Records
1	What Does Baby See	Pram Records
1	Rhythm & Game Songs	Folkways
1	Counting Games & Rhymes	Folkways
1	More Learning As We Play	Folkways
1	Learning As We Play	Folkways
1	The Music Man	Capital
1	The King and I	Rogers & Hammerstein
1	Romeo and Juliet, Andre Kostelanetz	Columbia
1	My Fair Lady	United Artists

Posters

quantity	title	company
1	Community & Home Helpers	David C. Cook Pub. Co.
1	A Trip to the Farm	David C. Cook Pub. Co.
1	Food and Nutrition	David C. Cook Pub. Co.
1	Social Development	David C. Cook Pub. Co.
1	Helping and Sharing	David C. Cook Pub. Co.
1	Circus	David C. Cook Pub. Co.
1	A Trip to the Zoo	David C. Cook Pub. Co.

Household items used for toys

material	purpose
I. Boxes	
large cardboard cartons	playhouse and/or hiding
middlesized cardboard cartons with homemade rope pulls	climbing, pushing, pulling
small cardboard cartons and cigar boxes	manipulative play
II. Kitchen Utensils	
plastic sugar scoops	sand shovels
plastic mixing bowls	nesting toys; creative play in housekeeping corner
plastic spoons	creative play in housekeeping corner
plastic ice cream containers	storing manipulative toys; rattles
measuring cups	sand toys
measuring spoons	rattle
coffee cans	storing toys, making drums, rattles
juice cans	paint containers for easel, pull toy if adapted with string
plastic dishpans	water play, storing toys
plastic containers with homemade handles of rope or string	may be used for storing manipulative toys such as wooden beads, rig-a-jigs, etc.
plastic pHisoHex bottles or jugs	water play; manipulative toy
plastic spice shakers	sand or water play
aluminum pie pans	rhythm instruments

oatmeal boxes	drums, rattles
liquid detergent bottles, hand lotion bottles	water play
cookie cutters and press (preferably plastic)	play dough
canister set	storage for various articles

III. Miscellaneous

fabric pieces	various textures for developing feeling of touch
brown paper bags	storage, wastebasket liner
bean bags—plastic, washable	develop large muscle skills
diapers	baby doll blankets; creative play
hats made from paper bags	creative play
old shoe	lacing
flour (1 cup) salt (½ cup) water	play dough
flashlight	manipulative toy
spools	block building; rattling device for rattles
plastic patio lanterns	to add color to room
string, yarn, and rope	to make handles, to string wooden beads
wallpaper sample book	cut and paste; add color to room
small alarm clock	to help develop listening skills
ladies purses (with handles)	creative play
wheels (from movable furniture; and broken toys)	to push and pull

IV. Wall decorations can be made from:

1. magazine pictures mounted on cardboard
2. designs cut from contact paper
3. pages from discarded books
4. place mats
5. stuffed animals—small
6. fabric bought by the yard (for example a circus print, or mother goose print)
7. vinyl or heavy plastic bought by yard—should be colorful, and heavy duty

Health supplies

The following items, used regularly, are purchased as needed from a local drug supply house:

Sterile Cotton Balls
Caldesene Powder
Desitin Ointment
pHisoHex
Soap, Antibacterial
Band-Aids
Hydrogen Peroxide
Merthiolate
Facial Tissue

Uniforms

Uniforms are provided for all staff members. Since there is a such a great variety available, choice can be made according to needs and tastes.

Each nursery assistant has three uniform dresses (of the skimmer style) and one lab coat (dresses blue, coat blue). This spring we discovered a very attractive pantdress, and one has been ordered for each assistant who would like to have one.

APPENDIX C

COMMERCIALLY AVAILABLE TOYS AND BOOKS

(REFERENCE: **"Ways to Help Babies Grow and Learn: Activities for Infant Education,"** by Leslie Segner and Charlotte Patterson, John F. Kennedy Child Development Center, University of Colorado Medical Center, World Press, 1970.)

The first year of life

Toys

- Mobiles
- Dangling Toys for Crib-Cradle Gym
- Little Music Boxes
- Cuddly Crib Toys
- Rattle
- Bell
- Teething Rings
- Fill 'N' Dump Toys
- Nesting Toys
- Stacking Toys
- Blocks
- Unbreakable Mirror
- Rubber/Plastic Squeeze Toys
- Rag Dolls
- Balls
- Floating Bath Toys
- Large Plastic Beads

Books

- Pat the Bunny (Golden Press)
- Touch Me Book (Golden Press)
- Things to See (Platt and Munk)
- Baby's First Book (Platt and Munk)
- I See (Cloth Books)

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The second year of life

Toys

- Small Zoo and Farm Animals
- Form Box
- Simple Puzzles (1-4 Pieces)
- Formboards
- Blocks of all sizes
- Snap Beads
- Fill 'N' Dump Toys
- Push-Pull Toys
- Nesting Toys
- Stacking Toys—Graduated Rings
- Musical Toys
- Wooden Toys large enough to sit on and in—Truck, Airplane
- Balls
- Play Phone
- Hand or Finger Puppets
- Plastic Nuts and Bolts
- Mallet and Peg Toys—Pounding Bench
- Dolls
- Sandbox, Sand Toys, Digging Toys and Bucket
- Swings

Books

- Baby Farm Animals (Golden Press)
- Is This the House of Mistress Mouse (Golden Press)
- Best Word Book Ever (Golden Press)
- Golden Shape Book (Golden Press—entire series)

The third year of life

Toys

- Play Dough
- Beads to String
- Stick Horse
- Play Phone
- Simple Puzzles (4-8 pieces)
- Peg Board and Pegs
- Blocks
- Pounding Bench
- Swings
- Wagon
- Rocking Horse
- Lotto-Matching Colors, Forms
- Play Table and Chairs
- Toys for pretend play—Stove, Sink, Refrigerator, Dishes, Mop, Broom, Ironing Board and Iron, Scrub Board
- Balls
- Dolls—Doll Clothes

Books

- Go, Dog, Go (Harper and Row)
- Peter and the Wolf (Doubleday)
- Giant Nursery Book of Things That Go (Doubleday)

Toys that can be made

Dangling crib toys

Attach bright cloth, ribbons, colored paper, shiny jewelry, spools, measuring spoons, etc., to cord or coat hanger.

Hang from the sides of the crib or from the ceiling.

Rattles

Fill small plastic bottles or orange juice cans with large buttons, bottle caps, large stones, etc.

Tape or glue the top on securely.

Use objects which cannot be swallowed if rattle breaks.

Cuddly toys

Use a pattern in cutting out material.

Sew two pieces of terry cloth (old towel) or other material together.

Stuff with washable items such as rags and old nylons or with foam rubber.

Feelie ball

Sew different textured materials (silk, wool, cotton, velvet, fake fur) together to make a ball.

Stuff with rags, old nylons or foam rubber.

Things to explore

Children can learn about color, size, shapes, and sounds from things around the house . . . pots, pans, tins (muffin, pie, cake); boxes (cereal, shoe, berry, match); cans, bowls, plastic glasses, cups and bottles, wooden spoons and bandage cans.

Puzzles

1. Use pictures from cereal or other colorful boxes. Cut into large pieces.

2. Paste magazine, newspaper, or catalog pictures on cardboard from boxes. Cut into several pieces.

Color and shape lotto
Cut out different colored squares of construction paper. Paste on a piece of cardboard box.

Cover the board with Saran Wrap or clear contact paper.

Child matches colored paper squares to those on the board.

Also use different shapes of the same color for matching.

Peg boards
Cut commercial peg board in 12" squares.

Glue two squares together to make it deep enough for pegs.

Golf tees can be used for pegs.

Busy board
Attach workable hardware fixtures (hinge, sliding door bolt, door knocker, door knob) to a board.

Books
Cut out large pieces of paper bag.

Fold in half.

Sew together with yarn or string.

Paste magazine, newspaper, story.

Push-pull toy
1. Tie a cord to each end of a coffee can or oatmeal box. Fill with bottle caps, spools, bells, stones, old jewelry, or things that make noise.

2. Make a train by tying several boxes together. Fill them with objects which make noise.

Fill 'n' dump toys
Cut a hole in the top of a container (coffee can, oatmeal box, salt box).

Provide small objects (spools, clothespins, corks, jar lids, plastic spoons) for the child to put in and dump out.

Nesting and stacking toys
Use graduated size cans, boxes, bowls, pots, pans, cups, and glasses to fit into each other and stack into a pyramid.

Blocks
1. Use assorted sized wood scraps from a lumber yard or building site. Sand off rough edges and paint with nontoxic paint.

2. Use pint, quart, half-gallon, and gallon-sized milk cartons which have been thoroughly washed out.

Cut cartons to desired size and push them together end to end. They can be covered with contact paper and filled with small objects which make noise.

Stringing objects
Use an old shoelace, yarn, or string. String spools, beads, macaroni.

Puppets
1. Paper-bag puppet

Fill the end of a small bag with cotton or crumpled paper.

Insert a stick or pencil.

Tie a string around the stuffed end to make a head.

Paint or draw on a face.

2. Glove-finger puppet

Cut the finger off a glove.

Draw a face and body on it.

3. Potato puppet

Cut a hole in the potato for a finger, or insert a stick.

Draw, paint, or pin a paper face on it.

4. Sew material around the top of a can of Crazy Foam.

Musical Instruments
1. Drum

Use an oatmeal box. Glue top on.

Cover the ends of a coffee can with pieces of rubber from an inner tube.

Lace together with a shoelace or heavy cord.

Use pencils or sticks to pound.

2. Tambourine

Pierce bottle caps and string on a circular piece of wire.

Tie bells on the edge of a paper plate.

3. Shakers

Fill milk carton or small plastic bottles with beans, peas, or macaroni.

4. Sticks

Use pencils or sticks.

Dress-up play
Give child old hats, shoes, purses, and clothes.

Make hats out of paper bags.

Make clothes out of blankets, tablecloths, or scraps of material.

Make a house by putting a blanket over a high table.

Doll furniture
Make stove, cupboard, sink, and refrigerator by painting large cardboard cartons or large crates (cantaloupe crates).

Make a doll bed out of a box filled with scraps of material.

Cardboard tunnel
Cut ends out of several large boxes.

Attach boxes to make a tunnel for child to crawl through.

Play cube
Cut various size holes in sides of large carboard box for child to crawl through.

Balance beam
Rest a board 1 foot wide and 3 feet long on a single layer of bricks.

Sand play
Give the child spoons, cans, plastic bowls, boxes, cups, funnels, and sieves to fill and dump.

Cut a bleach bottle in half—use the bottom half for a pail—use the top for a funnel or scoop.

Water play
Put water in a tub or bucket outdoors.

Use the sink or bathtub indoors.

Give the child plastic containers, sponges, corks, bar of floating soap and soap flakes to play with.

Play dough (Recipes)

1. 1 part flour
   1 part salt
   ¼ part water

Mix together to a soft consistency. Will keep 3 or 4 days wrapped in wax paper stored in a cool place.

2. ½ cup cornstarch
   1 cup salt
   ½ cup cold water

Mix together and boil. Mixture will thicken. Cool and use.

Finger painting
Use newspaper or shelf paper. Old shirts or blouses make good smocks.

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Child Development Series
Day Care
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